

Miami-Dade County Public Schools

John G. Dupuis Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	31

John G. Dupuis Elementary School

1150 W 59TH PL, Hialeah, FL 33012

<http://jgd.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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. Our goal is to promote and provide a safe and nurturing learning environment which will address the academic, emotional, and social needs of our students.
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.
Fleitas, Maria	Instructional Coach	Provide guidance on the District Pacing Guides, technical assistance to teachers regarding data-based instructional planning and supports the implementation of Tier I, 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 and ensures that the School Improvement Plan is being implemented with fidelity.
Pritchard, Chris	Teacher, K-12	Provides intervention for students in 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.
Balcazar, Alice	Teacher, K-12	Provides intervention for students in 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.

Stakeholder Involvement and SIP Development

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

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

The School Leadership Team (SLT) will collaborate with all stakeholders through the yearlong School Improvement Process. The SLT analyzes and reflects on a comprehensive set of quantitative and qualitative data. The SLT will review and consider practices utilized in MDCPS to sustain or enhance the implementation of the school's continuous improvement process. The EESAC reviews and monitors the implementation of the SIP.

SIP Monitoring

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

The SLT participates in walkthroughs to review and examine academic programs to ensure that the instructional practices are being implemented to obtain results to meet the needs of all learners and maximize student outcomes. The SLT discusses the implementation steps in terms of how the steps are being implemented, identify refinements and review adjustments that may be needed based on the monitoring being done.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B

	2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	14	8	3	2	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	3	4	0	4	0	0	0	11
Course failure in Math	0	0	6	3	2	2	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	9	16	23	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	3	11	16	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	26	48	26	27	0	0	0	137

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	10	8	14	0	0	0	36

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	19	9	15	11	9	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	1	1	2	0	0	0	13
Course failure in Math	0	3	3	1	1	6	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	3	8	20	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	3	9	24	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	11	21	16	14	38	0	0	0	101

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	3	3	6	17	0	0	0	34

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	4	3	1	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	14	7	4	2	5	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	2	4	5	0	0	0	17
Course failure in Math	0	6	2	2	2	16	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	21	20	32	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	11	16	16	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	26	40	33	25	38	0	0	0	174

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	1	14	13	19	0	0	0	51

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	65	60	53	67	62	56	56		
ELA Learning Gains				65			47		
ELA Lowest 25th Percentile				61			42		
Math Achievement*	66	66	59	64	58	50	54		
Math Learning Gains				62			40		
Math Lowest 25th Percentile				61			17		
Science Achievement*	55	58	54	61	64	59	47		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	70	63	59	55			49		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	59			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	60			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT				
FRL	62			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	65			66			55					70
SWD	34			43			24				5	54
ELL	53			60			53				5	70
AMI												
ASN												
BLK												
HSP	65			66			56				5	72
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	64			65			52				5	69

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	67	65	61	64	62	61	61					55
SWD	24	30	36	44	38	27	27					41
ELL	61	61	65	60	61	61	56					55
AMI												
ASN												
BLK												
HSP	68	66	65	65	63	61	63					55
MUL												
PAC												
WHT												
FRL	67	64	61	65	63	62	60					55

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	47	42	54	40	17	47					49
SWD	41	42		41	32		26					29
ELL	53	49	50	51	40	25	38					49
AMI												
ASN												
BLK												
HSP	56	46	39	54	41	12	46					48
MUL												
PAC												
WHT												
FRL	57	46	41	54	39	19	46					49

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	56%	-8%	54%	-6%
04	2023 - Spring	60%	58%	2%	58%	2%
03	2023 - Spring	58%	52%	6%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	63%	-1%	59%	3%
04	2023 - Spring	60%	64%	-4%	61%	-1%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	50%	-3%	51%	-4%

III. Planning for Improvement

Data Analysis/Reflection

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

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

According to the 2023 FAST PM3 data, fifth grade ELA showed the lowest performance. Fifth Grade obtained a scale score of 314 compared to the state score at 320 and the district score at 321. Based on the performance distribution, Reading Across Genres and Vocabulary was the lowest. Thirty six percent of the students were below standard, forty four percent were at/near the standard, and nineteen percent were above the standard.

We have focused on implementing standards-based curriculum in all classrooms. We will continue to use strategies that focus on scaffolding and intervention for lower performance students especially our ELL population. According to the data, Reading Across Genres and Vocabulary in grades 3 through 5 is the area of concentration in which adjustments to instruction is needed.

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

According to the 2023 FAST PM3 data, in fifth grade 40 students out of 66 are proficient in reading based on PM3 compared to 32 students out of 65 on PM2. We will continue to focus on differentiated and data-driven instruction to ensure students are demonstrating growth.

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

According to the 2023 FAST PM3 data, the greatest gap is ELA fifth grade. Our school earned a scale score of 314 compared to the state at 320. We will continue to incorporate data-driven instruction to help the needs of our ELL students subgroup.

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

According to the 2023 FAST PM3 data, in third grade 40 students out of 56 are proficient in reading based on PM3 compared to 24 students out of 53 on PM2. Teachers made continuous adjustments to their instruction, lesson plans, an instructional delivery as new data became available.

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

Based on the EWS data, potential areas of concerns for our school are students who failed in ELA and Math.

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

Based on the data reviewed, our priority need is to increase proficiency in English Language Arts. Based on the performance distribution, another priority is to increase proficiency in the area of vocabulary. In addition, the data shows a need to increase proficiency in reading across the genres. We will provide the scaffolding necessary for students to access grade-level content in order to make progress and move towards proficiency in grades 3 through 5.

Area of Focus

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

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 68% of students in grades 3-5 were proficient in Math. Based on the data and the identified contributing factors of high number of level 1 and 2 ESOL students and student readiness levels to master grade level tasks, we will implement the Targeted Element of differentiated instruction.

Measurable Outcome:

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

With the successful implementation of differentiated instruction, the students will increase a minimum of 3 percentage points in proficiency as evidenced by the 2023-2024 FAST PM3 Math.

Monitoring:

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

Our school will focus on providing more instructional time for Mathematics. Differentiated instruction will be done with fidelity and IXL will be used. The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place.

Person responsible for monitoring outcome:

Lourdes Nunez (lourdesnunez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based strategies of data-driven and differentiated instruction. Data-driven and differentiated instruction will assist in accelerating proficiency as both are a systematic approach of instruction to meet the students' needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Bi-weekly collaborative planning for teachers to look at data and topic assessments.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: The Leadership Team will conduct daily walkthroughs.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Provide PD on effective planning and instructional delivery.

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

By When: This action step will take place before the end of the first nine weeks.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 NGSSS Science Assessment data, 50% of students in grade 5 were proficient in Science. Based on the data and identified contributing factors of high number of level 1 and 2 ESOL students and student readiness levels to master grade level tasks, we will implement the Targeted Element of differentiated instruction.

Measurable Outcome:

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

With the successful implementation of differentiated instruction, the students will increase a minimum of 3 percentage points in proficiency as evidenced by the 2023-2024 NGSSS Science Assessment.

Monitoring:

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

Inquiry-based learning approaches and data driven instruction will be implemented in the 2023-2024 school year. Students will design experiments, ask questions, gather data, analyze results, and draw conclusions during their Science Lab. Teachers will gather and analyze data. The Leadership Team will conduct quarterly data chats with teachers to analyze the data and ensure students are demonstrating growth.

Person responsible for monitoring outcome:

Sissi Martinez (mrsmartinez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Foster collaboration among teachers and grade level teams to share best practices, discuss student performance, and analyze data.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Use data-driven decision making to identify trends, strengths, and areas requiring further improvement.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Incorporate hands on experiments, group projects, and technology tools to make science learning engaging.

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

By When: This action step will be ongoing throughout the school year.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 67% of students in grades 3-5 were proficient in English Language Arts. Based on the data and the identified contributing factors of high number of level 1 and 2 ESOL students and students working below grade level, we will implement the Targeted Element of differentiated instruction.

Measurable Outcome:

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

With the successful implementation of differentiated instruction, the students will increase a minimum of 3 percentage points in proficiency as evidenced by the 2023-2024 FAST PM3 ELA.

Monitoring:

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

Our school will focus on providing more instructional time for ELA. Differentiated instruction will be done with fidelity. The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place.

Person responsible for monitoring outcome:

Maria Fleitas (mefleitas@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based strategies of data-driven and differentiated instruction. Data-driven and differentiated instruction will assist in accelerating proficiency as both are an approach of instruction to meet the students' needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-driven and differentiated instruction will ensure 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Provide professional development based on effective planning and instructional delivery.

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

By When: This action step will be conducted before the end of the first nine weeks.

8/14-9/29: Bi-weekly collaborative planning for teachers to look at data.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Conduct walkthroughs daily.

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

By When: This action step will be ongoing throughout the school year.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data reviewed, our school will implement the targeted element of student attendance. Through our data reviewed, we noticed student absences in 0-5 absences increased 28 percentage points from 2022 to 33 percentage points in 2023.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 reviews, our absences will decrease a minimum of 3 percentage points by June 2024.

Monitoring:

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

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.

Person responsible for monitoring outcome:

Idalis Betancourt (ibetancourt@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Closely monitor the attendance dashboard.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Provide opportunities for collaborative teacher/parent conferences.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Implement a school wide perfect attendance incentive program encouraging student attendance.

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

By When: This action step will be ongoing throughout the school year.

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 data, our students with disabilities subgroup were below 41% proficient. Based on the data and the contributing factor of students readiness levels to master grade level tasks, we will implement the Targeted Element of differentiated instruction.

Measurable Outcome:

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

With the successful implementation of differentiated instruction, the students with disabilities subgroup will increase a minimum of 3 percentage points in proficiency as evident by the 2023-2024 FAST PM3.

Monitoring:

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

Our school will focus on providing more instructional time. In addition, collaborative time will be provided for ESE and homeroom teachers to discuss data and the needs of their students. Differentiated instruction will be done with fidelity. The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place.

Person responsible for monitoring outcome:

Lourdes Nunez (lourdesnunez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based strategies of data-driven and differentiated instruction. Data-driven and differentiated instruction will assist in achieving proficiency as both are an approach of instruction to meet the students with disabilities subgroup needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-driven and differentiated instruction will ensure teachers are using recent and aligned data to plan lessons that are customized to the students with disabilities subgroup needs. Teachers will continually make adjustments to their instruction and lesson plans as new data becomes available.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14-9/29: Weekly collaborative planning time will provide ESE and homeroom teachers with an opportunity to share best practices that promote student engagement.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Administration will conduct walkthroughs to ensure students are engaged during instruction.

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

By When: This action step will be ongoing throughout the school year.

8/14-9/29: Provide support during planning sessions.

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

By When: This action step will be ongoing throughout the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our school participates in district coordinated efforts to improve student outcomes at the school site through educational services such as, extended learning opportunities and before and after school tutorials. These services are tailored in accordance to the educational needs of our students. The Leadership Team meets with EESAC to ensure our educational services are aligned to our data and it's reviewed with all stakeholders. All stakeholders are responsible for making specific efforts to ensure all funding allocations are allocated based on students' needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2022-2023 STAR PM3 data, 56% of students in grade 2 scored below the 40th percentile. Based on the data and the identified contributing factors of high number of ESOL students and students working below grade level, we will implement the Targeted Element of differentiated instruction.

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

According to the 2022-2023 FAST PM3 data, 53% of students in grade 5 scored below level 3. Based on the data and the identified contributing factors of high number of ESOL students and students working below grade level, we will implement the Targeted Element of differentiated instruction.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the successful implementation of differentiated instruction, less than 50% of our students will score below the 40th percentile in grade 2 as evidenced by the 2023-2024 STAR Reading PM3.

Grades 3-5 Measurable Outcomes

With the successful implementation of differentiated instruction, less than 50% of our students will score below level 3 in grade 5 as evidenced by the 2023-2024 FAST PM3 ELA.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our school will focus on providing more instructional time for ELA. Differentiated instruction will be done with fidelity. The School Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Nunez, Lourdes, lourdesnunez@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our school will focus on the evidence-based strategies of academic vocabulary, data-driven and differentiated instruction. These strategies will assist in accelerating proficiency as both are an appropriate approach of instruction to meet the student's needs.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/14-9/29: Provide professional development based on effective planning and instructional delivery.	Betancourt, Idalis, ibetancourt@dadeschools.net
8/14-9/29: Conduct bi-weekly collaborative planning for teachers to look at data with the assistance of the Literacy Coach.	Betancourt, Idalis, ibetancourt@dadeschools.net
8/14-9/29: Members of the Literacy Leadership Team will conduct walkthroughs daily.	Nunez, Lourdes, lourdesnunez@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

The school conducts the Annual Title I Parent Meeting to inform parents and families of the school's participation in the Title I Schoolwide Program and the School Improvement Process. Additionally, EESAC meetings are held to review and monitor the implementation of the SIP. The SIP is also uploaded to the school's website at jgd.dadeschools.net.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process and the Parent and Family Engagement Plan. Additionally, the school provides activities such as, EESAC meetings, teleconferences, video conferences, conduct parent/teacher conferences and home visits on a flexible schedule. The SIP and PFEP are also uploaded to the school's website at jgd.dadeschools.net.

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

As a school, we will prioritize actions, implement initiatives, regularly track progress, consider innovative actions, and take courses of action to achieve the desired results.

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

Stakeholders play a key role in identifying and addressing our student's needs. Consulting with all stakeholders is critical. Our school creates experiences throughout the school year to engage with parents and families such as, the development of the PFEP, Annual Title I Parent Meeting, and EESAC meetings.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Our school remains committed to the safety and well being of our students. Our school provides opportunities for collaborative teacher/parent conferences. Additionally, the school's student service team provides support to families and students through counseling and guidance on resources available. Staff-parent consultations with licensed mental health staff is provided.

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

N/A

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

Our overall school culture focuses on the whole child. We promote a positive school culture. This is evident by mentorship programs, resources, and strategies implemented throughout the year. The school's student service team works cooperatively with teachers and administration to identify students and conduct referrals and home visits as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Administration conduct daily walkthroughs with fidelity, meet with teachers to provide feedback and share best practices. Monthly grade level meetings are conducted. Collaborative data chats are conducted to analyze student performance data and determine how the information will be used to drive future instruction. Professional development is provided on effective planning using resources aligned to students needs.

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

Our school implements a campaign to support transition to kindergarten and to facilitate kindergarten registration. Pre-k and Kindergarten teachers engage in articulation meetings to ensure a smooth transition of existing prekindergarten students. Prekindergarten classrooms participate in a school-based field trip to a Kindergarten classroom. Parent orientations are conducted.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No