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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1481 - John G. Dupuis Elementary School

*FeederPattern:* Hialeah-Miami Lakes Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Angela Santos

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *John G. Dupuis Elementary School*

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John G. DuPuis Elementary School is a Pre-kindergarten through grade five school located in the largely Hispanic city of Hialeah, Florida. DuPuis' student population is 92.7 percent Hispanic, 1.5 percent African American, 4.2 percent White (Non-Hispanic), and 1.6 percent Other. There are approximately 373 English for Speakers of Other Languages (ESOL) students and 114 Exceptional Student Education (ESE) students. Our enrollment is comprised of 862 students. In addition, 64 percent of our students receive free or reduced lunch.

The faculty and staff at John G. DuPuis Elementary School is diverse. DuPuis' staff is comprised of 72 percent Hispanic, 16 percent Afro-American, 10 percent White (Non-Hispanic), and 1 percent Other. Forty-six percent of the teachers hold advanced degrees. Of that population, 36 percent have their master's degree and 10 percent have a specialist or doctorate degree. The average teaching experience is 10 years and 15 percent of the instructional personnel are beginning teachers.

John G. DuPuis Elementary School services Emotionally Handicapped students in grades Pre-kindergarten through fifth. An inclusion model for students with varying exceptionalities is implemented in one kindergarten class and in one class in grades two through five. In addition, John G. DuPuis Elementary School offers a Gifted Program for students in grades kindergarten through five, a Teaching Enrichment Activities to Minorities (TEAM) class in grades two and three, an Academic Excellence Program (AEP), and Extended Foreign Language Program for grades one through five. The surrounding community that the school services is composed of single-family dwelling and apartment complexes that house lower-middle class to low income families.

By addressing the following objectives, the students at John G. DuPuis Elementary School will become more proficient in their skills to master essential competencies necessary to meet the challenges of the twenty-first century.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 69 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities(SWD) will improve their reading skills as evidenced by 51 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 66 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 56 percent of the students achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, students in grade four will increase their writing scores as evidenced by 86 percent of the students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by 57 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Given a focus to increase parental involvement, parental involvement will increase by 5 percent as evidenced by the total number of parents attending school activities in the 2006 – 2007 school year as compared to the event sign-in rosters from the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, students at John G. DuPuis Elementary School will increase their attendance by 0.50 percentage points as evidenced by the Attendance Report for the 2006 – 2007 school year.

Given a focus to increase student knowledge of technology, student knowledge of technology in grades three through five will increase as evidenced by a school developed pre and post assessment.

Given a focus to increase John G. DuPuis Elementary School's silver and gold award recipients on the FITNESSGRAM, the annual award recipients will increase by 1 percent as evidenced by the 2007 FITNESSGRAM.

Given a focus to expand knowledge in the Spanish language, 75 percent of students in grades four and five will master the teacher made evaluation.

Given an emphasis on improving John G. DuPuis Elementary School's ranking, the school will improve its ranking on the State of Florida ROI Index publication from the 78th percentile in 2004-2005 to the 80th percentile on the 2006-2007 index publication.

The faculty and staff at John G. DuPuis Elementary School participated in The Organizational Performance Improvement Snapshot Survey. The following recommendations were considered by EESAC as areas of priority:

Based on The Organizational Performance Improvement Snapshot Survey, results indicated that in the area of District Strategic Planning Alignment, the overall score was 4.5. In examining individual questions, however, it is evident that the staff felt that there should be more of a decision making team in order to achieve organizational goals and objectives. The administration will provide an opportunity for staff and faculty to voice their ideas and concerns of helping the organization reach its goals and objectives. The administration will also ensure that affected parties will be represented to be part of the decision making process. The team will then be able to present this information to the

faculty as an agenda item which will be open for questions and discussion at faculty meetings.

A second area addressed in the survey was Education Design. The results indicated a 4.5 overall score. By examining the individual questions, however, the staff felt that more resources were needed to perform their job more effectively. The administration will take an active role of questioning the needs of the faculty and staff in monthly department meetings. The administration will ensure and secure the appropriate funds and establish a check and balance procedure to monitor their needs.

## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## John G. Dupuis Elementary School

### VISION

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

### MISSION

John G. DuPuis Elementary School is committed to successfully reaching and teaching all students with quality instruction and social/emotional skills enabling them to master the essential competencies and knowledge necessary to meet the needs of diverse communities and challenges in the twenty-first century.

### CORE VALUES

John G. DuPuis Elementary School promotes academic excellence through high standards of teaching and high expectations in the classroom.

## *School Demographics*

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John G. DuPuis Elementary School is a Pre-kindergarten through grade five school located in the largely Hispanic city of Hialeah, Florida. DuPuis' student population is 92.7 percent Hispanic, 1.5 percent Afro-American, 4.2 percent White (Non-Hispanic), and 1.6 percent Other. There are approximately 373 English Speakers of Other Languages (ESOL) and 114 Exceptional Student Education (ESE) students. Our enrollment is comprised of 862 students. In addition, 64 percent of our students receive free or reduced lunch.

The faculty and staff at John G. DuPuis Elementary School is diverse. DuPuis' staff is comprised of 72 percent Hispanic, 16 percent Afro-American, 10 percent White (Non-Hispanic), and 1 percent Other. Forty-six percent of the teachers hold advanced degrees. Of that population, 36 percent have their master's degree and 10 percent have a specialist or doctorate degree. The average teaching experience is 10 years and 15 percent of the instructional personnel are beginning teachers. John G. DuPuis Elementary School services Emotionally Handicapped students in grades Pre-kindergarten through fifth. An inclusion model for students with varying exceptionalities is implemented in one kindergarten class and in one class in grades two through five. In addition, John G. DuPuis Elementary School offers a Gifted Program for students in grades kindergarten through five, a Teaching Enrichment Activities to Minorities (TEAM) class in grades two and three, an Academic Excellence Program (AEP), and an Extended Foreign Language Program for grades one through five. The surrounding community that the school services is composed of single-family dwelling and apartment complexes that house lower-middle class to low income families.

# *School Foundation*

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## ***Leadership:***

In Leadership results, the overall score was 4.5. In examining individual questions, however, it was evident that the staff felt that the leadership of the organization needs to gather more input from staff during the decision making process. The organization will encourage the faculty and staff to voice their opinions during faculty meetings, leadership meetings, and through grade level meetings and minutes. The organization will also survey the staff on pertinent issues before finalizing the decision making process.

## ***District Strategic Planning Alignment:***

In District Strategic Planning Alignment, the overall score was 4.5. In examining the individual questions, however, it was evident that the staff felt that there should be more of a decision making team in order to achieve organizational goals and objectives. The administration will provide an opportunity for staff and faculty to voice their ideas and concerns of helping the organization reach its goals and objectives. The administration will also ensure that affected parties will be represented to be part of the decision making process. The team will then be able to present this information to the faculty as an agenda item which will be open for questions and discussion at faculty meetings.

## ***Stakeholder Engagement:***

In Stakeholder Engagement, the overall score was 4.6. In examining the individual questions, however, the staff felt that they needed to improve communication with parents and the community to obtain feedback on their performance. The organization will develop a parent survey that addresses customer satisfaction. Results will be analyzed to identify areas of strengths and weaknesses. In addition, surveys will be given at parental workshops and meetings to ensure customer satisfaction.

## ***Faculty & Staff:***

In Faculty and Staff, the overall score was 4.5. In examining the individual questions, however, the staff felt that the organization needed to provide a more nurturing environment in order to demonstrate sincere concern for the well-being of staff members. The school will showcase "Teacher of the Month" on closed circuit TV, announce staff birthdays, birth announcements, engagements and other special events. The organization will also demonstrate staff appreciation through a family picnic day and other social functions.

## ***Data/Information/Knowledge Management:***

In Data Management, the overall score was 4.6. In examining the individual questions, however, the staff felt that improvement was necessary in monitoring student and staff progress on a continuous basis in order to provide necessary support to achieve the ultimate organizational vision. The organization will provide the necessary

information and training to enable the staff and faculty to interpret data pertaining to the organization's overall measures of improvement. Monitoring procedures will be in place to ensure the organization's goals and objectives are being achieved. In addition, staff will continue to be trained on retrieving and analyzing student data in order to drive instruction.

### ***Education Design:***

In Education Design, the overall score was 4.5. In examining the individual questions, however, the staff felt that more resources were needed to perform their job more effectively. The administration will take an active role of questioning the needs of the faculty and staff in monthly department meetings. The administration will ensure and secure the appropriate funds and establish a check and balance procedure to monitor their needs.

### ***Performance Results:***

In Performance Results, the overall score was 4.6. In examining individual questions, the staff felt that items needed to be removed that were hindering progress. The organization will conduct a needs assessment to determine the types of items that staff members request to have removed. Further research on obtaining an external storage unit on the school site will be conducted to accommodate the lack of storage space presently available. In addition, the staff and faculty felt that they should be made more aware of the organization's financial plan. The administration will review the organization's financial and budget plan with the staff and faculty as a monthly agenda item at faculty meetings.



# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

John G. DuPuis Elementary School contacts local universities to obtain the names of highly qualified graduates who are seeking future employment as educators. Teachers who hold the Clinical Supervision Endorsement are able to mentor interns who will gain practical experience at the school site and be considered for employment at the end of the internship.

John G. DuPuis Elementary School promotes a school climate that is professional and friendly. Teachers work as a team to promote high quality education to all of our students.

## **• Highly Qualified, Certified Administrators:**

The administrative team at John G. DuPuis Elementary School is comprised of a principal and an assistant principal.

The principal of the school is Angela H. Santos, a thirty eight year professional who brings to this position an array of experiences such as a classroom teacher, Reading Specialist, Primary Education Program Coordinator (PREP), and the leadership skills of an assistant principal. Mrs. Santos has been a principal at John G. DuPuis Elementary School for eleven years.

Mrs. Santos earned a Bachelor's Degree in Elementary Education from Barry University and a Master's Degree in Reading also from Barry University. In addition, Mrs. Santos earned a Master's Degree in Administration and Supervision from the University of Miami. Mrs. Santos, as a student in the Miami-Dade County Public Schools, received the John F. Kennedy Award for college students and was the recipient of the Bilingual Educators Teacher Program Award at the University of Miami. Most notable, under Mrs. Santos' leadership as a principal, John G. DuPuis Elementary School was recognized with the Florida Schools Recognition Platinum Award for school years 2000 and 2001. Mrs. Santos' leadership and encouragement lead John G. DuPuis Elementary School to receive an A+ Status under the Florida School Recognition Program for the 2004-2005 and 2005-2006 school years. She was also a recipient of the Golden Award in 2003, 2004, and 2005. Mrs. Angela Santos was recognized in 1999 as the Hialeah-Miami Lakes Feeder Pattern Principal of the Year and the International/Global Education Program Assistant Principal of the Year in 1994. Mrs. Santos was selected for the District Principal Leadership Dimension Program in 2002.

The Assistant Principal, Claudine Winsor, is currently in her fifth year at John G. DuPuis Elementary School. She is an educator with over fifteen years experience in the Miami-Dade County Public School system as a teacher, technology facilitator and assistant principal. She earned a Bachelor of Science Degree in Psychology at the University of Florida and a Master of Science Degree in Educational Leadership at Nova Southeastern University. Mrs. Winsor brings much knowledge and expertise in the academic areas to DuPuis. Her many years of experience in the classroom setting and motivation have been an asset to the improvement of reading, writing, mathematics, and science skills among students. Mrs. Winsor played an important role in the achievement of the Florida Schools Recognition Golden Award in 2002-2003 and the 2003-2004 school year. Her leadership also helped lead John G. DuPuis Elementary School to receive an A+ Status under the Florida Recognition Program for the 2004-2005 and 2005-2006 school years. She has the leadership ability to promote team work, improve staff performance and parental involvement. Mrs. Claudine Winsor has been an asset to John G. DuPuis Elementary School supporting the principal in ensuring that no child is left behind.

## **• Teacher Mentoring:**

Beginning teachers at John G. DuPuis Elementary School attend the Beginning Teacher Orientation Program offered by the district. DuPuis follows the guidelines set forth by the Professional Assessment and Comprehensive Evaluation System (PACES) to implement Professional Growth Teams to help mentor teachers. The district has also afforded our new teachers the opportunity to participate in the Creating A Customized and Highly Effective Classroom program. Our school's Reading Coaches are also assigned to support all teachers in order to ensure that our Comprehensive Research-Based Reading Program and the Reading First Grant are being implemented efficiently and that the reading benchmarks are being achieved. In addition, a Literacy Collaboration Program is in place in which a department chairperson is assigned to observe, assist, mentor, and provide feedback to teachers in order to promote positive growth.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at John G. DuPuis Elementary School is comprised of an administrator, teachers, parents, students, community members, and a business member. EESAC meets every third Wednesday of each month. Stakeholders help make school wide decisions concerning the types of educational programs to be implemented at the school site and how to best spend student generated funding for supplemental instructional materials as well as special activities, goals and objectives that impact students and our school. This committee analyzes the instructional and organizational effectiveness of the school. In addition, EESAC creates an action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.

### **• Extended Learning Opportunities**

John G. DuPuis Elementary School offers extended learning opportunities throughout the school year. Some of these programs include: Early Bird/After School Tutorial Programs, Saturday Academy Tutorial Program, Research-based Soar to Success and Early Success Tutorial Programs and an Academic Excellence Program (AEP). These tutorial programs are all evaluated through pre and post tests. John G. DuPuis Elementary School is also a Title I school that is eligible for Supplemental Educational Services.

### **• School Wide Improvement Model**

John G. DuPuis Elementary School implements the Continuous Improvement Model (CIM). This model is comprised of an eight (8) step data-driven process that assesses students on a regular basis for enrichment and remediation. These steps include: data disaggregation, timeline development, instructional focus, assessment, tutorial, enrichment, maintenance, and monitoring of the progress.

In the first step of the CIM process, data disaggregation is accomplished by analyzing student data in order to drive instruction and identify students in need of additional academic support, such as tutorial programs.

In the second step of the CIM process, timeline development is accomplished by implementing the District's Pacing Guides for Reading, Math and Science.

In the third step of the CIM process, the instructional focus at John G. DuPuis Elementary School will be driven by data analysis and by aligning the Sunshine State Standards and the Competency Based Curriculum.

In the fourth step of the CIM process, formal and informal assessments will be administered to monitor student progress.

In the fifth step of the CIM process, John G. DuPuis Elementary School offers several tutoring opportunities for students. Some of these programs include: Early Bird/After School Tutorial Programs, Saturday Academy Tutorial Program, Research-based Soar to Success, Voyager Passport and Early Success Tutorial Programs.

In the sixth step of the CIM process, the enrichment component consists of professional development for teachers in order for them to provide students with high-quality instruction that will result in increased student achievement. In addition, Barry University is providing opportunities for teachers to obtain advanced degrees.

In the seventh step of the CIM process, the maintenance component consists of ensuring compliance of the school improvement plan and readjustment, if necessary.

In the eighth step of the CIM process, John G. DuPuis Elementary School monitors progress at the school site through various formal and informal assessments to ensure high student achievement and compliance to the school improvement plan.

## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 1 STATEMENT:***

All students will read at or above grade level.

### ***Needs Assessment***

The School Performance Accountability Report indicated that 68 percent of the students met high standards on the 2006 administration of the FCAT, an increase of 1 percentage point over the 2005 test scores. Scores on the FCAT Reading also indicated that 67 percent of the students made learning gains in reading and 65 percent of the students in the lowest 25 percent made learning gains. The percent of students making a year's worth of progress in reading on the 2006 FCAT administration is 7 percentage points above the score on the 2005 FCAT administration. The percentage of struggling students making a year's worth of progress on reading is 8 percentage points above the score on the 2005 FCAT administration. In third grade, an emphasis in instruction needs to be placed in the following areas: Comparisons and Reference/Research. In fourth grade, an emphasis in instruction needs to be placed in the area of: Main Idea/Purpose. In fifth grade, an emphasis in instruction needs to be placed in the following areas: Words and Phrases, Main Idea/Purpose, Comparisons, and Reference/Research.

The Adequate Yearly Progress (AYP) Report indicated that 32 percent of the Students with Disabilities(SWD) sub-group identified in the No Child Left Behind (NCLB) requirements scored at state mastery level. Scores on the 2006 administration also indicated that there was an increase of 6 percentage points of students in the SWD sub-group reading at or above grade level as compared to the 2005 administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 69 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities(SWD) will improve their reading skills as evidenced by 51 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide ongoing staff development and support in the area of reading.	Principal, Assistant Principal, Reading Coaches.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement and monitor the Accelerated Reader Program.	Principal, Assistant Principal, Media Specialist, Reading Coaches, Teachers	10/02/2006	5/30/2007	District Strategic Plan	\$0.00
Administer the Diagnostic Assessment of Reading (DAR).	Principal, Assistant Principal, Reading Coaches, Teachers	01/29/2006	02/16/2007	District Strategic Plan	\$0.00
Implement and monitor the Lexia program for Students with Disabilities (SWD).	Principal, Assistant Principal, Microsystems Technician, Teachers, Behavior Management Teacher	10/16/2006	05/30/2007	District Strategic Plan	\$0.00
Administer DIBELS in grades K-3 and to students in grades 4 – 5 who scored a Level I or II on the FCAT Reading.	Principal, Assistant Principal, Reading Coaches, Teachers	09/13/2006	5/30/2007	District Strategic Plan	\$0.00
Administer the PPVT III Oral Language Vocabulary to grades K-3.	Principal, Assistant Principal, Reading Coaches	4/26/07	5/16/07	District Strategic Plan	\$0.00
Provide the Saturday Academy Program for all students from 9:00 A.M to 12:00 P.M. evaluated by a Pre/Post Test and after school from 3:20 P.M. to 4:20 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teachers	10/9/2006	12/15/2006	District Strategic Plan	\$40000.00
Provide the Tutoring Academy for Limited English Proficient Students Program from 3:20 P.M. to 4:20 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teachers	10/2/2006	5/18/2007	District Strategic Plan	\$30000.00
Implement and monitor the Reading First Grant for grades K-3. Continue to implement and monitor the Comprehensive Researched-Based Reading Plan and the District's Reading/Language Arts Pacing Guide.	Principal, Assistant Principal, Reading Coaches, Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$30000.00

## **Research-Based Programs**

Comprehensive Research-Based Reading Plan  
Reading First Grant utilizing the Houghton-Mifflin series  
Creating Independence through Student-Owned Strategies (Project C.R.I.S.S.)

## **Professional Development**

Voyager Passport training  
Lexia training  
Creating Independence through Student-Owned Strategies (C.R.I.S.S.) training  
FCAT Explorer training  
Riverdeep training  
Diagnostic Assessment of Reading (DAR) training  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) training  
Literacy Essentials and Reading Network (LEaRN) training  
Elements of Reading Vocabulary training  
K-3 Student Center Activities training  
Houghton-Mifflin training  
Soar to Success training  
Early Success training  
Quick Reads training

## **Evaluation**

This goal will be evaluated as evidenced by 69 percent of the students meeting high standards on the 2007 FCAT Reading Assessment, while 51 percent of each subgroup identified in the NCLB requirements will score at State Mastery Level.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  
Diagnostic Assessment of Reading (DAR)  
PPVT III Oral Language Vocabulary  
District's Interim Assessments  
SAT (grades one and two)

## GOAL 2: MATHEMATICS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 2 STATEMENT:**

All students will perform at or above grade level in mathematics.

**Needs Assessment**

Results obtained from the School Performance Accountability Report indicated that 65 percent of the students in grades three through five met high standards on the 2006 administration of the FCAT Mathematics Assessment, an increase of 5 percentage points over the 2005 test scores. Scores on the 2006 FCAT Mathematics Assessment also indicated that 78 percent of the students in grades three through five made learning gains. In third grade, an emphasis in instruction needs to be placed in the following area: Geometry. In fourth grade, an emphasis in instruction needs to be placed in the following area: Geometry. In fifth grade, an emphasis in instruction needs to be placed in the following areas: Number Sense, Measurement, Geometry, and Algebraic Thinking.

The Adequate Yearly Report also indicated that 38 percent of the students in the Students with Disabilities (SWD) sub-group scored at or above grade level in mathematics resulting in an increase of 6 percentage points as compared to the 2005 administration. The SWD sub-group did not obtain the state's required 50 percent to make adequate yearly progress and therefore need improvement in mathematics.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 66 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 56 percent of the students achieving Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement facts practice drills.	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement "math word problem of the day".	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct monthly Instructional Improvement Team (IIT) meetings.	Principal, Assistant Principal, IIT Members, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide the Tutoring Academy for Limited English Proficient Students Program from 3:20 P.M. to 4:20 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teachers	10/2/2006	5/18/2007	District Strategic Plan	\$30000.00
Provide the Saturday Academy Program for all students from 9:00 A.M to 12:00 P.M. evaluated by a Pre/Post Test and after school from 3:20 P.M. to 4:20 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teacher	10/9/2006	12/15/2006	District Strategic Plan	\$40000.00
Continue to implement the District's Mathematics Pacing Guide.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide parent workshops.	Principal, Assistant Principal, Teachers	09/28/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Harcourt Brace Mathematics series

## **Professional Development**

Mathematical instructional strategies training

### **Evaluation**

This goal will be evaluated as evidenced by 66 percent of students meeting high standards on the 2007 administration of the FCAT Mathematics Assessment, while 56 percent of each sub-group identified in the NCLB requirement will score at state mastery level.

District's Interim Assessments

Chapter/Unit Tests

Teacher-generated Assessments

School developed Pre and Post tests

## GOAL 3: WRITING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 3 STATEMENT:**

All students will write on or above grade level.

**Needs Assessment**

Scores on the 2006 FCAT Writing+ Assessment indicated that 85 percent of the students in grade four met high standards on the FCAT Writing+ Assessment, a 3 percentage point increase as compared to the 2005 administration. Eighty-three percent of the students scored a 3.0 or above in writing, an 8 percentage point decrease as compared to the 2005 administration. Seventy-three percent of the students in grade four scored a 3.5 or above on the FCAT Writing+ Assessment, a 2 percentage point decrease as compared to the 2005 administration.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using Sunshine State Standards, students in grade four will increase their writing scores as evidenced by 86 percent of the students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Model instructional lessons.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide on-going staff development workshops in writing.	Principal, Assistant Principal, Reading Coaches, Teachers	10/09/2006	05/30/2007	District Strategic Plan	\$0.00
Develop instructional activities that correlate to the Comprehensive Research-Based Reading Program (CRRP).	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement and monitor school wide bi-monthly writing prompts.	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide the Tutoring Academy for Limited English Proficient Program from 3:20 P.M. to 4:20 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teachers	10/09/2006	12/15/2006	District Strategic Plan	\$30000.00
Provide parental training on expectations for students on the FCAT Writing+ Assessment.	Principal, Assistant Principal, Reading Coaches, Teachers	09/13/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Houghton-Mifflin state adopted series

### Professional Development

Holistic Scoring training  
Classroom demonstrations  
District training in writing

## **Evaluation**

This goal will be evaluated as evidenced by 66 percent of the students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

District Pre and Post tests

Monthly Writing Prompts

Mid-Year Progress Assessment

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 4 STATEMENT:***

All students will become scientifically literate and meet State standards.

### ***Needs Assessment***

Results of the 2006 FCAT Science Assessment indicated that there was an increase of 13 points for students in grade five meeting or exceeding the district's mean scale score of 288, as compared to the 2005 administration. In addition, the mean scale score of the 2006 FCAT Science Assessment for fifth grade students at John G. DuPuis Elementary School was 290. This score was 2 points above the mean scale score of 288 for the district and 9 points below the mean scale score for the state. Therefore, John G. DuPuis Elementary School is performing above the District and below the State average in science for fifth grade. An emphasis on instruction needs to be placed in the following areas: Earth and Space Science, Physical and Chemical Science, and Scientific Thinking.

## Measurable Objective

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by 57 percent of students achieving Level 3 or above on the 2007 administration of the FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate the use of technology into the science curriculum.	Principal, Assistant Principal, Microsystems Technician, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement monthly hands-on experiments in the classroom.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Participate in a school wide Science Fair.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	12/11/2006	04/27/2007	District Strategic Plan	\$0.00
Implement the Full Option Science System (FOSS).	Principal, Assistant Principal, Teachers	10/02/2006	05/30/2007	District Strategic Plan	\$0.00
Implement parent workshops.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	09/28/2006	05/30/2007	District Strategic Plan	\$0.00
Provide the Tutoring Academy for Limited English Proficient Students Program from 3:20 P.M. to 4:20 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teachers	10/2/2006	5/18/2007	District Strategic Plan	\$30000.00
Continue to incorporate a comprehensive science program focusing on the scientific method utilizing the Mathematics and Science Literacy -Bridges to Careers and the District's Pacing Guide.	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

McGraw Hill Science series  
Full Option Science System (FOSS)

## **Professional Development**

Instructional Technology Conference  
District Workshops  
Science hands-on activities on all strands

## **Evaluation**

This goal will be evaluated as evidenced by 57 percent of the students in fifth grade meeting high standards on the 2007 administration of the FCAT Science Assessment.

Chapter/Unit tests  
School developed pre and post tests



## GOAL 5: PARENTAL INVOLVEMENT

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 5 STATEMENT:***

The John G. DuPuis Elementary School will increase parental involvement annually.

### ***Needs Assessment***

Having parental support is a very important aspect in the education of a child. Parental involvement will increase by 5 percent in the 2006 – 2007 school year as compared to the number of parents attending school activities in the 2005 – 2006 school year. The total number of parent participation in school activities was 2,653 for the 2005 – 2006 school year as compared to 2,525 for the 2004 – 2005 school year. John G. DuPuis Elementary School has also received the Golden Apple Award for the 2005 – 2006 school year for having twice the number of school volunteers as compared to the number of students enrolled in the school. John G. DuPuis has received the award annually since 1996. However, as evidenced by the first Parent Teacher Association (P.T.A.) general meeting, the parent attendance rate is poor. Having parents involved in their child's education will help increase student achievement.

## Measurable Objective

Given a focus to increase parental involvement, parental involvement will increase by 5 percent as evidenced by the total number of parents attending school activities in the 2006 – 2007 school year as compared to the event sign-in rosters from the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement monthly Title I parent workshops.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Brainchild workshop for parents.	Principal, Assistant Principal, Teachers	10/16/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Riverdeep and FCAT Explorer workshops.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Offer a Title I Program resource room for parents to obtain information and check out materials.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Riverdeep and FCAT Explorer workshops.	Principal, Assistant Principal, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Work cohesively with the PTA President to encourage new membership and help promote parental attendance at meetings.	Principal, Assistant Principal, PTA President, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct Open House for parents.	Principal, Assistant Principal, Classroom Teachers	9/13/2006	9/13/2006	District Strategic Plan	\$0.00
Discuss budget issues with EESAC.	Principal, Assistant Principal, EESAC Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

National Parent Teacher Association Standards

## Professional Development

FCAT Explorer

Riverdeep

Brainchild

Title I workshops in reading/writing and mathematics/science

## **Evaluation**

This goal will be evaluated as evidenced by a 5 percent increase of the total number of parents attending school activities in the 2006 – 2007 school year as compared to event sign-in rosters from the 2005-2006 school year.

## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 6 STATEMENT:***

John G. DuPuis Elementary School will increase student attendance.

### ***Needs Assessment***

John G. DuPuis Elementary School did not increase the attendance rate each quarter in 2005 – 2006 as compared to 2004 – 2005. Our end of the year percentage rate for attendance was 95.19 percent. According to the Miami-Dade County Public Schools Percentage of Attendance Report for the 2005-2006 school year, John G. DuPuis Elementary School ranked 150 out of 206 elementary schools in the District. By increasing attendance, we expect our student achievement to increase.

## Measurable Objective

Given an emphasis on a safe and orderly environment, students at John G. DuPuis Elementary School will increase their attendance by 0.50 percentage points as evidenced by the Attendance Report for the 2006 – 2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement incentive programs to help motivate students to attend school regularly.	Principal, Assistant Principal, Attendance Clerk, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Recognize students at awards assemblies for perfect attendance.	Principal, Assistant Principal, Attendance Clerk, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize closed circuit TV to recognize classes with perfect attendance.	Principal, Assistant Principal, Attendance Clerk, Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Participate in the Truancy Intervention Program (TIP) to help enforce mandatory attendance.	Principal, Assistant Principal, Counselor, Attendance Clerk, Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Community Involvement Specialist (CIS) to make phone calls and home visits to ensure that students attend school regularly.	Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Connect-Ed to notify parents of student absences.	Principal, Assistant Principal, Attendance Clerk	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize COGNOS to monitor student absences.	Principal, Assistant Principal, Attendance Clerk	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Send letters home to parents notifying them of student absences.	Principal, Assistant Principal, Attendance Clerk, and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure daily accuracy of attendance report by verifying daily attendance roster.	Principal, Assistant Principal, Attendance Clerk, and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Truancy Intervention Program (TIP)

### Professional Development

Truancy Intervention Program training

## **Evaluation**

This goal will be evaluated by a 0.50 percent increase as evidenced on the Miami-Dade County Public Schools Percentage of Attendance Report for the 2006–2007 School Year.

## GOAL 7: TECHNOLOGY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 7 STATEMENT:***

The students at John G. DuPuis Elementary School will become technologically efficient.

### ***Needs Assessment***

To properly assess student knowledge of technology, it is recommended that John G. DuPuis Elementary School administer a pre and post test to determine student baseline measures. Students' knowledge of technology will be assessed through the implementation of a student sign-in roster in the computer lab, classrooms and media center.

## Measurable Objective

Given a focus to increase student knowledge of technology, student knowledge of technology in grades three through five will increase as evidenced by a school developed pre and post assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Replace or upgrade obsolete classroom computer equipment, including printers.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Upgrade the school network infrastructure.	Principal, Assistant Principal, Micro-systems Technician	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Purchase a new server computer with the purpose of handling new incoming software networked applications and to reduce the overload of the existing server.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Trouble-shoot and repair inoperable computers.	Principal, Assistant Principal, Micro-systems Technician	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Install a network infrastructure for the relocatables.	Principal, Assistant Principal, Micro-systems Technician	11/08/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for faculty, staff and parents in technology.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist, and Staff	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that classroom teachers have access to a workstation.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist, and Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Continuous Improvement Model (C.I.M.)

## Professional Development

District technology workshops

Microsoft Word Internet/Intranet training

Technology troubleshooting training



## **Evaluation**

This goal will be evaluated by monitoring student growth on the school developed pre and post technology assessment.

## GOAL 8: HEALTH & PHYSICAL FITNESS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 8 STATEMENT:***

John G. DuPuis Elementary School's students will develop an interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

### ***Needs Assessment***

To properly assess both students' fitness performance and program success, it is recommended that John G. DuPuis Elementary School administer a pre- and post-test to determine student baseline measures. Students' health-related fitness is assessed through the implementation of the FITNESSGRAM test program. In the 2005-2006 school year, the results for the FITNESSGRAM indicated that John G. DuPuis Elementary School had 87 percent award recipients.

## Measurable Objective

Given a focus to increase John G. DuPuis Elementary School's silver and gold award recipients on the FITNESSGRAM, the annual award recipients will increase by 1 percent as evidenced by the 2007 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in one community sponsored running event.	Principal, Assistant Principal, Physical Education teachers	11/06/2006	11/06/2006	District Strategic Plan	\$0.00
Continue the implementation of the daily morning run club.	Principal, Assistant Principal, Physical Education teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer a pre-test to establish a baseline and use the FITNESSGRAM results as a post-test.	Principal, Assistant Principal, Physical Education teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment components items, which would enhance specificity of training.	Principal, Assistant Principal, Physical Education teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop an action plan for the school to ensure input from the department to meet the goals and objectives as stated.	Principal, Assistant Principal, Special Area teachers, Department Chairperson, Physical Education teachers	08/15/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

FITNESSGRAM, health-related fitness test

## **Professional Development**

District Physical Education workshops

### **Evaluation**

This goal will be evaluated as evidenced by a 1 percent increase on the 2006-2007 FITNESSGRAM, health-related fitness test as evidenced by a score of 88 percent.

## GOAL 9: ELECTIVES & SPECIAL AREAS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 9 STATEMENT:**

Students at John G. DuPuis Elementary School will expand their knowledge in the Spanish language.

**Needs Assessment**

Students will expand thier knowledge of the Spanish language to be able to compete in the global market for job opportunities. Participation in this program will also positively affect the community.

## Measurable Objective

Given a focus to expand knowledge in the Spanish language, 75 percent of students in grades four and five will master the teacher made evaluation.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that students participate in cultural events during Hispanic Heritage Month.	Principal, Assistant Principal, Community Involvement Specialist and Teachers	09/25/2006	10/27/2006	District Strategic Plan	\$0.00
Participate in the Jose Marti parade	Principal, Assistant Principal, Bilingual Department Chair and Teachers	1/14/2007	1/14/2007	District Strategic Plan	\$0.00
Involve community members from Hispanic owned and operated businesses to serve as guest speakers for Guest Speaker Day.	Principal, Assistant Principal, Community Involvement Specialist and Teachers	09/27/2006	09/27/2006	District Strategic Plan	\$0.00
Participate in a bilingual oratorical contest as part of the end-of-year assessment.	Principal, Assistant Principal, Bilingual Department Chair and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a community sponsored spanish essay contest.	Principal, Assistant Principal, Bilingual Department Chair and Teachers	4/02/2007	4/06/2007	District Strategic Plan	\$0.00
Implement the Extended Foreign Language Program.	Principal, Assistant Principal, Bilingual Department Chair, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Scott Foresman Reading Lectura Series

## Professional Development

District Bilingual Education workshops

## **Evaluation**

This goal will be evaluated by 75 percent of the students mastering the teacher made evaluation.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***GOAL 10 STATEMENT:***

John G. DuPuis Elementary School will rank above the 77th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the Florida Department of Education (F.L.D.O.E.) indicated that in 2004-2005, John G. DuPuis Elementary School ranked at the 77th percentile on the State of Florida ROI Index.



## Measurable Objective

Given an emphasis on improving John G. DuPuis Elementary School's ranking, the school will improve its ranking on the State of Florida ROI Index publication from the 78th percentile in 2004-2005 to the 80th percentile on the 2006-2007 index publication.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC members, Faculty, and Staff	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resources allocation.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with faculty and staff concerning resource allocation and usage.	Principal, Assistant Principal, Faculty, and Staff	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor effective usage of resources and fund allocations.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Share use of facilities, partner with community agencies.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Review the reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC members	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

McGraw Hill Science series  
 Harcourt Social Studies series  
 Harcourt Mathematics series  
 Houghton-Mifflin Reading series

## **Professional Development**

Attend budget conferences  
Attend principal/assistant principal meetings  
Technology training

## **Evaluation**

On the 2006-2007 State of Florida ROI Index publication, John G. DuPuis Elementary School will show progress toward reaching the 78th percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

### ***Budget:***

The monies allocated by the State have been approved by EESAC for Time for Kids, instructional materials for mathematics, support for the Accelerated Reader Program by expanding the STAR program for grades one and two, and listening stations to support learning centers in reading.

### ***Training:***

EESAC will provide funds to support professional development trainings by paying for substitute coverage. EESAC will also provide funds to cover the cost of the Creating Independence Student-Owned Strategies (C.R.I.S.S.) training. In addition, EESAC will assist in the training of teachers and parents in Riverdeep and FCAT Explorer.

### ***Instructional Materials:***

EESAC will purchase materials that enhance teachers' and students' performance such as Time for Kids for reading and listening stations for each classroom.

### ***Technology:***

EESAC will assist and provide financial support to ensure that every classroom has Internet/Intranet capability and provide training in technology troubleshooting for teachers.

### ***Staffing:***

EESAC members are also members of the interviewing team for the school to ensure highly qualified instructors are considered for employment at the site.

### ***Student Support Services:***

EESAC will continue to support Student Services by purchasing Character Education videos for students in order for them to foster core value and to promote self-esteem and ethics.

### ***Other Matters of Resource Allocation:***

EESAC will extend themselves to support our volunteer program which helps ensure a safe school environment.

***Benchmarking:***

EESAC will support benchmarking by supporting all the strategies delineated in the School Improvement Plan.

***School Safety & Discipline:***

EESAC will support the initiative of increasing student attendance by providing incentives for the attendance program at John G. DuPuis Elementary School.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$100,000.00
Goal 2: Mathematics	\$70,000.00
Goal 3: Writing	\$30,000.00
Goal 4: Science	\$30,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$230,000.00</b>

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*