
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1481 - John G. Dupuis Elementary School

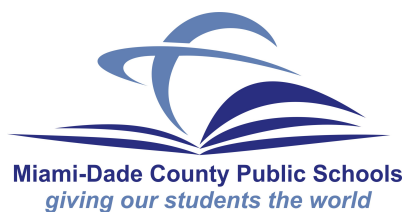
FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Angela Santos

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

John G. Dupuis Elementary School

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 93.8 percent Hispanic, 1 percent African American, 4 percent White (Non-Hispanic), and 1.1 percent Other. There are approximately 391 English for Speakers of Other Languages (ESOL) students and 190 Exceptional Student Education (ESE) students. Our enrollment is comprised of 894 students. In addition, 70 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 59 percent Hispanic, 11 percent Afro-American, 29 percent White (Non-Hispanic), and 1 percent Other. Forty-seven percent of the teachers hold advanced degrees. Of that population, 42 percent have their master's degree and 5 percent have a specialist or doctorate degree. The average teaching experience is 12 years and 8 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 third grade class, one fourth grade class, and one fifth grade class. 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 grade two, 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 72 percent of students meeting high standards on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their reading skills as evidenced by 44 percent of students meeting high standards on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 65 percent of students meeting high standards on 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 administration of the FCAT Mathematics.

Given instruction using Sunshine State Standards, students in grade four will increase their writing scores as evidenced by 76 percent of the students scoring a 3.5 or higher on the 2006 administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grade 4 will increase their writing scores by 1 percent on the 2006 administration of the FCAT Writing+.

Given instruction using Sunshine State Standards, fifth grade students will improve science skills as evidenced by a mean scale score of 286 on the 2006 administration of the 2006 FCAT Science.

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 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 2005 – 2006 School Year.

Given a focus to enhance the use of technology, support for technology will be enhanced as evidenced by meeting or exceeding the District's average score of 2.7 in Technology Support on the 2006 STaR Survey.

Given a focus to increase John G. DuPuis Elementary School award recipients on the FITNESSGRAM, the annual increase of award recipients will increase by 3 percent as evidenced by the 2006 FITNESSGRAM.

Given a focus to expand musical knowledge, 75 percent of selected students in grades two and three will master the teacher made evaluation.

Given an emphasis on improving John G. DuPuis Elementary School's ranking, John G. DuPuis Elementary School will improve its ranking on the State of Florida ROI index publication from the 87th percentile in 2004-2005 to the 90th percentile on the 2005-2006 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 4.2. 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 4.2 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

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 93.8 percent Hispanic, 1 percent Afro-American, 4 percent White (Non-Hispanic), and 1.1 percent Other. There are approximately 391 English Speakers of Other Languages (ESOL) and 190 Exceptional Student Education (ESE) students. Our enrollment is comprised of 894 students. In addition, 70 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 59 percent Hispanic, 11 percent Afro-American, 29 percent White (Non-Hispanic), and 1 percent Other. Forty-seven percent of the teachers hold advanced degrees. Of that population, 42 percent have their master's degree and 5 percent have a specialist or doctorate degree. The average teaching experience is 12 years and 8 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 third grade class, one fourth grade class, and one fifth grade class. 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 grade two, 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.

School Foundation

Leadership:

In Leadership results, the overall score was 4.3. In examining individual questions, however, it was evident that the staff felt that the leadership of the organization needs to encourage and provide support for staff to achieve their full potential. The organization will keep the faculty and staff informed of professional development courses. The organization will also provide funds to support professional development initiatives.

District Strategic Planning Alignment:

In District Strategic Planning Alignment, the overall score was 4.2. In examining the individual questions, however, it was evident that the staff felt that they need to take a more active part in developing the goals and the objectives, as well as being more involved in the decision making process of the organization. The organization will provide opportunities for the staff to be more proactive in developing the goals and objectives by meeting with various committees and departments in order to provide more input.

Stakeholder Engagement:

In Stakeholder Engagement, the overall score was 4.5. In examining the individual questions, however, the staff felt that the organization needs to promote community involvement in school activities through the use of newsletters, the community involvement specialist, parent meetings, surveys, and questionnaires. The organization will send monthly newsletters home with the students. The organization will utilize the community involvement specialist to inform the community of the upcoming and special events and also meet with the parents to discuss their concerns and needs to improve the school attendance and performance. The organization will conduct on going surveys and questionnaires to monitor their needs.

Faculty & Staff:

In Faculty and Staff, the overall score was 4.3. In examining the individual questions, however, the staff felt that the organization needed to provide a more positive and safe environment, and to acknowledge special occasions and hardships of staff members. The organization will continue to implement a safety volunteer program in which volunteers will assist in providing extra awareness on school grounds to help ensure a safe school environment. The school will showcase "Teacher of the Month" on closed circuit TV, announce staff birthdays, birth announcements, engagements and other special events.

Data/Information/Knowledge Management:

In Data Management, the overall score was 4.5. In examining the individual questions, however, the staff felt that improvement was necessary in monitoring students' 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.

Education Design:

In Education Design, the overall score was 4.2. In examining the individual questions, however, the staff felt that more emphasis needed to be placed on providing an opportunity for students and staff to reach their highest ability and to equip the students and staff to become more competitive with the ongoing global educational challenges. The organization's vision is to prepare and equip the students for the 21st century. Staff and students will be trained in computer technology programs because technology can improve students' performance and it can be used as a tool to monitor progress. By placing a greater emphasis on implementing the scientific method and using more hands-on experimentation, students will gain practical knowledge and strategies to solve real world problems.

Performance Results:

In Performance Results, the overall score was 4.3. In examining individual questions, the staff and students understood and followed the organization's policy and regulations. As a result, suspension rate is minimum and staff ability to perform is satisfactory. However, 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

• 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 seven 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 ten 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 school year. She was also a recipient of the Golden Award in 2003 and 2004. 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 fourth year at John G. DuPuis Elementary School. She is an educator with over fourteen 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 school year. 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 members. 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, Tutoring Academy for Limited English Proficient (LEP) students, a principal operated after school program which includes computer-based enrichment activities in our skills lab, Academic Excellence Program (AEP), and a Chess Club.

• School Wide Improvement Model

John G. DuPuis Elementary School implements the Continuous Improvement Model (CIM). This module 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, time line development, instructional focus, assessment, tutorial, enrichment, maintenance, and monitoring of the progress.

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 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 type="checkbox"/>

GOAL 1 STATEMENT:

All students will read at or above grade level.

Needs Assessment

The School Performance Accountability Report indicated that 67 percent of the students met high standards on the 2005 administration of the FCAT, an increase of 9 percentage points over the 2004 test scores. Scores on the FCAT Reading also indicated that 74 percent of the students made learning gains in reading and 57 percent of the students in the lowest 25 percent made learning gains. The percent of students meeting the annual reading requirement on the FCAT administration is 13 percentage points above the score on the 2004 FCAT administration. In third grade, an emphasis in instruction needs to be placed in the following areas: Words and Phrases and Main Idea/Author's Purpose. In fourth grade, an emphasis in instruction needs to be placed in the areas of: Words and Phrases, Compare/Contrast, and Reference/Research. In fifth grade, an emphasis in instruction needs to be placed in the following area: Words and Phrases.

The Adequate Yearly Progress (AYP) Report indicated that 42 percent of the Limited English Proficiency (LEP) sub-group identified in the No Child Left Behind (NCLB) requirements scored at state mastery level. Scores on the 2005 administration also indicated that there was an increase of 5 percentage points of students in the LEP sub-group reading at or above grade level as compared to the 2004 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 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"/>	<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 72 percent of students meeting high standards on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their reading skills as evidenced by 44 percent of students meeting high standards on the 2006 administration of the FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the Reading First Grant for grades k-3. Continue to implement and monitor the Comprehensive Researched-Based Reading Plan.	Principal, Assistant Principal, Reading Coaches, Teachers	08/22/2005	5/24/2006
Continue to implement and monitor the Accelerated Reading Program.	Principal, Assistant Principal, Media Specialist, Reading Coaches, Teachers	08/22/2005	5/24/2006
Administer the Diagnostic Assessment of Reading (DAR).	Principal, Assistant Principal, Reading Coaches, Teachers	11/1/2005	11/23/2005
Provide ongoing staff development and support in the area of reading.	Principal, Assistant Principal, Reading Coaches.	08/22/2005	05/24/2006
Continue to implement and monitor the Compass Learning Programs.	Principal, Assistant Principal, Microsystems Technician, Teachers	08/22/2005	05/24/2006
Administer DIBELS quarterly in grades k-3 and to students in grades 4 – 5 that scored a Level I or II on the FCAT Reading.	Principal, Assistant Principal, Reading Coaches, Teachers	09/06/2005	5/24/2006
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	9/7/2005	5/24/2006
Provide the Saturday Academy Program from 9:00 A.M to 12:00 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teachers	9/10/2005	5/20/2006

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
Compass Learning 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

Evaluation

This goal will be evaluated as evidenced by 72 percent of the students meeting high standards on the 2006 FCAT Reading, while 44 percent of each subgroup identified in the NCLB requirements will score at State Mastery Level.

This goal will also be evaluated as evidenced by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

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 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 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 60 percent of the students in grades three through five met high standards on the 2005 administration of the FCAT Mathematics, an increase of 9 percentage points over the 2004 test scores. Scores on the 2005 Mathematics also indicated that 79 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 areas: Number Sense and Geometry.

In fourth grade, an emphasis in instruction needs to be placed in the following areas: Number Sense and Measurement. In fifth grade, an emphasis in instruction needs to be placed in the following areas: Number Sense and Measurement.

The Adequate Yearly Report also indicated that 41 percent of the students in the Limited English Proficiency (LEP) sub-group scored at or above grade level in mathematics resulting in an increase of 13 percentage points as compared to the 2004 administration. The LEP sub-group did not obtain the state's required 44 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 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"/>	<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 65 percent of students meeting high standards on 2006 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to provide parent workshops.	Principal, Assistant Principal, Teachers	09/06/2005	05/24/2006
Conduct monthly Instructional Improvement Team (IIT) meetings.	Principal, Assistant Principal, IIT Members, Teachers	08/22/2005	05/24/2006
Continue to implement the District's long range plan.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/22/2005	05/24/2006
Implement "math word problem of the day".	Principal, Assistant Principal, Classroom Teachers, Media Specialist	10/03/2005	05/24/2006
Implement facts practice drills.	Principal, Assistant Principal, Classroom Teachers	08/22/2005	05/24/2006
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	9/7/2005	5/24/2006
Provide the Saturday Academy Program from 9:00 A.M to 12:00 P.M. evaluated by a Pre/Post Test.	Principal, Assistant Principal, Teacher	9/10/2005	5/20/2006

Research-Based Programs

Harcourt Brace Mathematics series

Professional Development

Mathematical instructional strategies training

Science and Math Integrated With Literacy Experiences (S.M.I.L.E.) training

Evaluation

This goal will be evaluated as evidenced by 65 percent of students meeting high standards on 2006 administration of the FCAT Mathematics, while 50 percent of each sub-group identified in the NCLB requirement will score at state mastery level.

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

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

GOAL 3 STATEMENT:

All students will write on or above grade level.

Needs Assessment

Scores on the 2005 FCAT Writing+ indicated that 82 percent of the students in grade four met high standards on the FCAT Writing+, a 10 percentage point decrease as compared to the 2004 administration. Ninety-two percent of the students scored a 3.0 or above in writing, a 2 percentage point decrease as compared to the 2004 administration. Seventy-five percent of the students in grade four scored a 3.5 or above on the FCAT Writing+, a 2 percentage point decrease as compared to the 2004 administration. The identified subgroup in the Adequate Yearly Progress (AYP) Report did not meet criteria.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grade four will increase their writing scores as evidenced by 76 percent of the students scoring a 3.5 or higher on the 2006 administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grade 4 will increase their writing scores by 1 percent on the 2006 administration of the FCAT Writing+.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parental training on expectations for students on the FCAT Writing+.	Principal, Assistant Principal, Reading Coaches, Teachers	09/06/2005	05/24/2006
Implement a Sunshine State Standards tutorial program.	Principal, Assistant Principal, Teachers	09/06/2005	05/24/2006
Provide on-going staff development workshops in writing.	Principal, Assistant Principal, Reading Coaches, Teachers	10/03/2005	05/24/2006
Implement and monitor school wide bi-monthly writing prompts.	Principal, Assistant Principal, Classroom Teachers	08/22/2005	05/24/2006
Develop instructional activities that correlate to the Comprehensive Research-Based Reading Program (CRRP).	Principal, Assistant Principal, Classroom Teachers	08/22/2005	05/24/2006
Model instructional lessons.	Principal, Assistant Principal, Reading Coaches	08/22/2005	05/24/2006

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 evidence by 76 percent of the students scoring a 3.5 or higher on the 2006 administration of the FCAT Writing+.

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

GOAL 4 STATEMENT:

All students will become scientifically literate and meet State standards.

Needs Assessment

Results of the 2005 FCAT Science indicated that 57 percent of the students in grade five met or exceeded the District's mean scale score on the 2004 administration of the FCAT. Scores also indicated that there was an increase of 2 points for students in grade five meeting or exceeding the district's mean scale score of 286, as compared to the 2004 administration. In addition, the mean scale score of the 2005 FCAT Science for fifth grade students at John G. DuPuis Elementary School was 277. This score was 9 points below the mean scale score of 286 for the district and 19 points below the mean scale score for the state. Therefore, John G. DuPuis Elementary School is performing below the District and State average in science for fifth grade. An emphasis on instruction needs to be placed in the following areas: Earth and Science, Physical and Chemical Science, and Life and Environmental Science.

Measurable Objective

Given instruction using Sunshine State Standards, fifth grade students will improve science skills as evidenced by a mean scale score of 286 on the 2006 administration of the 2006 FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate the use of technology into the science curriculum.	Principal, Assistant Principal, Microsystems Technician, Classroom Teachers	08/22/2005	05/24/2006
Implement monthly hands-on experiments in the classroom.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	09/06/2005	05/24/2006
Implement parent workshops.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	09/06/2005	05/24/2006
Participate in a school wide Science Fair.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	12/05/2005	04/28/2006
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	9/7/2005	5/24/2006
Implement the Full Option Science System (FOSS).	Principal, Assistant Principal, Teachers	10/03/2005	05/24/2006
Continue to incorporate a comprehensive science program focusing on the scientific method utilizing the Mathematics and Science Literacy -Bridges to Careers	Principal, Assistant Principal, Classroom Teachers	08/22/2005	05/24/2006

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 a mean scale score of 286 on the 2006 administration of the FCAT Science.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 2005 – 2006 school year as compared to the number of parents attending school activities in the 2004 – 2005 school year. The total number of parent participation in school activities was 2,525 for the 2004 – 2005 school year as compared to 2,288 for the 2003 – 2004 school year. John G. DuPuis Elementary School has also received the Golden Apple Award for the 2004 – 2005 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 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 2005 – 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement monthly Title I parent workshops.	Principal, Assistant Principal, Teachers	08/22/2005	05/24/2006
Implement Brainchild workshop for parents.	Principal, Assistant Principal, Teachers	11/01/2005	05/24/2006
Implement Riverdeep and FCAT Explorer workshops.	Principal, Assistant Principal, Teachers	08/22/2005	05/24/2006
Offer a Title I Program resource room for parents to obtain information and check out materials.	Principal, Assistant Principal, Community Involvement Specialist	08/22/2005	05/24/2006
Implement Riverdeep and FCAT Explorer workshops.	Principal, Assistant Principal, Teachers	08/22/2005	05/24/2006
Work cohesively with the PTA President to encourage new membership and help promote parental attendance at meetings.	Principal, Assistant Principal, PTA President, Teachers	08/22/2005	05/24/2006
Conduct Open House for parents.	Principal, Assistant Principal, Classroom Teachers	9/14/2005	9/14/2005

Research-Based Programs

National Standards for Parents and Family Involvement Programs
Parent Teacher Association (P.T.A.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

John G. DuPuis Elementary School will increase student attendance.

Needs Assessment

John G. DuPuis Elementary School increased the attendance rate each quarter in 2004 – 2005 as compared to 2003 – 2004. Our end of the year percentage rate for attendance was 95.55 percent. According to the Miami-Dade County Public Schools Percentage of Attendance Report for the 2004-2005 School Year, John G. DuPuis Elementary School ranked 97 out of 176 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 2005 – 2006 School Year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement incentive programs to help motivate students to attend school regularly.	Principal, Assistant Principal, Attendance Clerk, Community Involvement Specialist	08/22/2005	05/24/2006
Recognize students at awards assemblies for perfect attendance.	Principal, Assistant Principal, Attendance Clerk, Teachers	08/22/2005	05/24/2006
Utilize closed circuit TV to recognize classes with perfect attendance.	Principal, Assistant Principal, Attendance Clerk, Media Specialist	08/22/2005	05/24/2006
Participate in the Truancy Intervention Program (TIP) to help enforce mandatory attendance.	Principal, Assistant Principal, Counselor, Attendance Clerk, Teachers	08/22/2005	05/24/2006
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	08/22/2005	05/24/2006
Utilize the L & R Telecomputer Services Inc. to monitor students' attendance.	Principal, Assistant Principal, Attendance Clerk	08/22/2005	05/24/2006

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 2005–2006 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The faculty and staff at John G DuPuis Elementary School will become technologically efficient.

Needs Assessment

According to the 2004-2005 STaR School Profile, John G. DuPuis Elementary School met or exceeded both district and state-wide averages in all areas of the survey, with the exception of Technology Support. In the area of Technology Support, the state-wide average was 2.5, the district average was 2.7, and the school average was 2.0. This indicates that there is a need to improve Technology Support at this site.

Measurable Objective

Given a focus to enhance the use of technology, support for technology will be enhanced as evidenced by meeting or exceeding the District's average score of 2.7 in Technology Support on the 2006 STaR Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Replace or upgrade obsolete classroom computer equipment, including printers.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist	11/01/2005	05/24/2006
Upgrade the school network infrastructure.	Principal, Assistant Principal, Micro-systems Technician	11/01/2005	05/24/2006
Ensure that classroom teachers have their own workstation.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist, and Teachers	11/01/2005	05/24/2006
Provide training for faculty and staff in technology.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist, and Staff	11/01/2005	05/24/2006
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	11/01/2005	05/24/2006
Trouble-shoot and repair inoperable computers.	Principal, Assistant Principal, Micro-systems Technician	11/01/2005	05/24/2006

Research-Based Programs

Continuous Improvement Model (C.I.M.)

Professional Development

Microsoft Word Internet/Intranet training

Technology troubleshooting training

Evaluation

This goal will be evaluated by meeting or exceeding the District's average score of 2.7 in Technology Support on the 2005 - 2006 STaR School Survey.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

John G. DuPuis Elementary Schools 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 2004-2005 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 award recipients on the FITNESSGRAM, the annual increase of award recipients will increase by 3 percent as evidenced by the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the Junior Orange Bowl Run.	Principal, Assistant Principal, Physical Education teachers	11/01/2005	05/24/2006
Continue the implementation of the daily morning run club.	Principal, Assistant Principal, Physical Education teachers	08/22/2005	05/24/2006
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	08/22/2005	05/24/2006
Administer a pre-test to establish a baseline and use the FITNESSGRAM results as a post-test.	Principal, Assistant Principal, Physical Education teachers	08/22/2005	05/24/2006
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	08/22/2005	05/24/2006
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	08/22/2005	05/24/2006

Research-Based Programs

FITNESSGRAM, health-related fitness test

Professional Development

District Physical Education workshops

Evaluation

This goal will be evaluated as evidenced by a 3 percent increase on the 2005-2006 FITNESSGRAM, health-related fitness test as evidenced by a score of 90 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 type="checkbox"/>	<input 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 will expand their knowledge in music.

Needs Assessment

Presently John G. DuPuis Elementary School does not have a Strings Program. The school plans to be the first elementary school in Region I to pioneer a Strings Program for students to enable them not only to enhance their musical knowledge and ability, fine motor skills, and critical thinking skills, but also to prepare them for participation in higher level musical programs. Participation in this program will positively affect the community.

Measurable Objective

Given a focus to expand musical knowledge, 75 percent of selected students in grades two and three will master the teacher made evaluation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that students will participate in End-of-Year Concert.	Principal, Assistant Principal, Music Teachers, students, and parents	01/02/2006	05/24/2006
Ensure that an appropriate amount of instructional time is dedicated to the proper handling and techniques of string instruments.	Principal, Assistant Principal, Music Teachers, students, and parents	01/02/2006	05/24/2006
Ensure that students will be instructed to learn the form and history of music and string instruments.	Principal, Assistant Principal, Music Teachers and students	01/02/2006	05/24/2006
Ensure that students will be instructed to differentiate and play music with different voicings, harmony and accompaniment.	Principal, Assistant Principal, Music Teachers and students	01/02/2006	05/24/2006
Ensure that students will be instructed how to follow and read music scores.	Principal, Assistant Principal, Music Teachers and students	01/02/2006	05/24/2006
Ensure that parents and students will be instructed on the care, maintenance and the responsibilities of the Strings Program participants.	Principal, Assistant Principal, Music Teachers, students, and parents	01/02/2006	05/24/2006

Research-Based Programs

Essential Elements 2000 Strings

Professional Development

The National Association of Music Educators (M.E.N.C.) District Conference
Local Strings Workshops and In-services

Evaluation

This goal will be evaluated by 75 percent of the students will master 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 checked="" type="checkbox"/>	<input 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 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 at or above the 90th 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 87th percentile on the State of Florida ROI index.

Measurable Objective

Given an emphasis on improving John G. DuPuis Elementary School's ranking, John G. DuPuis Elementary School will improve its ranking on the State of Florida ROI index publication from the 87th percentile in 2004-2005 to the 90th percentile on the 2005-2006 index publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC members, Faculty, and Staff	08/22/2005	05/24/2006
Collaborate with the district on resources allocation.	Principal, Assistant Principal	08/22/2005	05/24/2006
Collaborate with faculty and staff concerning resource allocation and usage.	Principal, Assistant Principal, Faculty, and Staff	08/22/2005	05/24/2006
Monitor effective usage of resources and fund allocations.	Principal, Assistant Principal	08/22/2005	05/24/2006
Review the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC members	08/22/2005	05/24/2006
Share use of facilities, partner with community agencies.	Principal, Assistant Principal	08/22/2005	05/24/2006

Research-Based Programs

McGraw Hill Science series

Harcourt Social Studies series

Harcourt Mathematics series

Houghton-Mifflin Reading series

Professional Development

Reading First Grant training

Comprehensive Reading Plan training

Creating Independence through Student-Owned Strategies (C.R.I.S.S.) training

Holistic Scoring training

Technology training

Science and Math Integrated with Literacy Experiences (S.M.I.L.E.) training

Evaluation

On the 2005 - 2006 State of Florida ROI index publication, John G. DuPuis Elementary School will show progress toward reaching the 90th 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 Accelerator Reading Program by expanding the STAR program for grades one and two, and expansion of the FOSS program to support our science initiative.

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 Full Option Science System (FOSS) for science.

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 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.

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent