

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## John G. Dupuis Elementary School (1481)

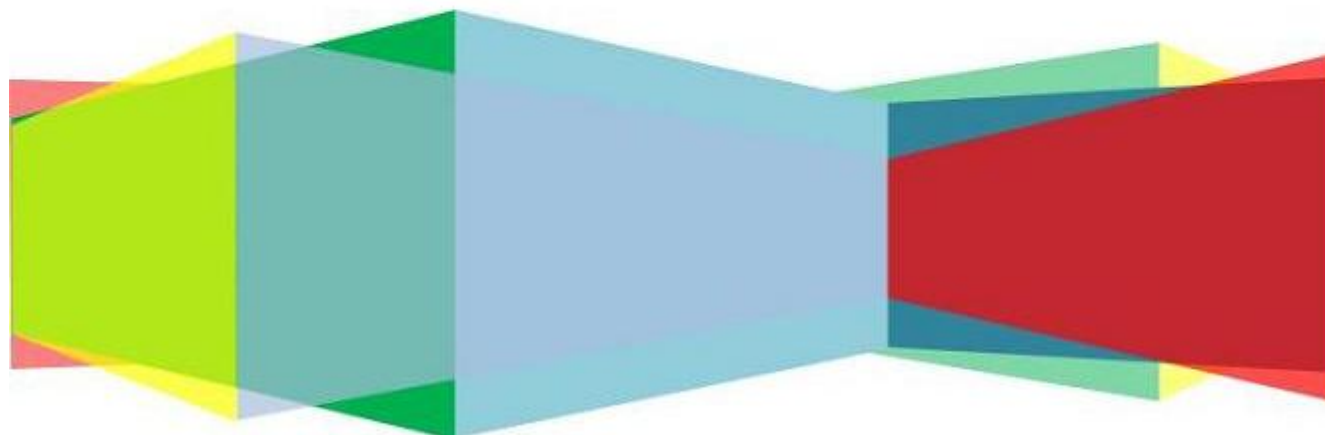
Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Angela Santos

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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### School Profile Demographics

John G. DuPuis Elementary School was built in 1958 and rests on 2.8 acres. Presently there are six portable classrooms. In order to meet the growing student population, a renovation project is scheduled for the 2007-2008 school year which includes new construction of a modular building with thirteen classrooms. John G. DuPuis is a Title I Pre-Kindergarten through grade five school located in the largely Hispanic city of Hialeah, Florida. In addition, 573 of our students receive free or reduced lunch.

### Student Demographics

DuPuis' student population is 93 percent Hispanic, 2 percent

Afro-American, 4 percent White (Non-Hispanic), and 1 percent Other. There

are approximately 373 English Speakers of Other Languages (ESOL) and 114 Special Education (SPED) students. Our enrollment is comprised of 802

students. There are approximately 36 percent Level 1 and 15 percent Level 2 third grade students in reading, 22 percent Level 1 and 20 percent Level 2 third grade students in mathematics, 27 percent Level 1 and 19 percent Level 2 fourth grade students in reading, 11 percent Level 1 and 25 percent Level 2 fourth grade students in mathematics, 11 percent Level 1 and 39 percent Level 2 fifth grade students in mathematics. The subgroups identified in the No Child Left Behind (NCLB) Act at John G. Elementary School are English Language Learners (ELL) and Students With Disabilities (SWD). According to the 2005-2006 Adequate Yearly Progress (AYP) Report, 50 percent of the students in the ELL subgroup scored at or above grade level in reading and 53 percent scored at or above grade level in mathematics. Thirty-two percent of the students in the SWD subgroup scored at or above grade level in reading and 38 percent scored at or above grade level in mathematics. In addition, John G. DuPuis Elementary School offers a Voluntary Pre-Kindergarten (VPK) program for 18 children, and a Gifted pull-out program servicing approximately 61 students in grades kindergarten through fifth in Language Arts/Reading.

### Unique Aspects: Strengths

John G. DuPuis is a Reading First grant recipient and is in its third year of implementation.

### Unique Aspects: Areas of Concern

John G. DuPuis Elementary School must closely monitor student attendance and aggressively address absences at the school site in order to continue to promote high student achievement.

### Teacher Demographics

The faculty at John G. DuPuis Elementary School is diverse and consists of all full-time employees. DuPuis' faculty is comprised of 53 teachers. Of that total, 39 are Hispanic (74 percent), 5 are African American (9 percent), and 9 are White Non-Hispanic (17 percent). 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 has an established Leadership Team comprised of the Principal, Assistant Principal, Reading Coaches, Media Specialist, Behavior Modification Teacher (BMT), Department Chairs and teachers. Presently, John G. DuPuis Elementary School has no vacant positions and has a low teacher mobility rate.

### Class Size/Teacher-to-Student Ratio

The student to teacher ratio is 18:1 for grades K-3 and 22:1 for grades 4-5. The average class size is 18 for grades K-3 and 22 for grades 4-5. The average class size for SPED students is 13:1 in the K-2 class, 13:1 in the third grade class and 13:1 in the fourth and fifth grade class.

### Attendance Rate

The attendance rate at John G. DuPuis for the 2006-2007 school year was 96.13 percent. The District average for attendance was 94.96 for the 2006-2007 school year.

### Promotion/Graduation/Retention Rates

The retention rate at John G. DuPuis is approximately 4 percent and the promotion rate is 96 percent.

### Feeder Pattern

John G. DuPuis Elementary School is part of the Hialeah-Miami Lakes feeder pattern. Students at DuPuis Elementary transition to Palm Springs Middle School that has achieved the status of a C school.

### Special Programs

John G. DuPuis Elementary School offers extended learning opportunities throughout the school year. The goal of these programs is for students to meet high levels of achievement and demonstrate learning gains. Some of these programs include: Early Bird-After School and Saturday Tutorial Programs, Research-based Voyager Passport Tutorial Program, Academic Excellence Program (AEP), Teaching Enrichment Activities to Minorities (TEAM), and an Extended Foreign Language (EFL) program. The Early Bird-After School



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program is provided to ESOL students in Level I and Level 2 as well as students in the lowest 25th percentile. At John G. DuPuis, the research-based Voyager Passport program utilizes hourly aides to provide small group instruction during the reading block. These tutorial programs are all evaluated through pre and post tests and summative evaluations that address particular skills that are being taught in the classroom. The following research-based strategies are implemented for these programs: RiverDeep, FCAT Explorer, STAR, and Accelerated Reader. The Academic Excellence Program (AEP) is an enrichment program provided only to selected students in grades two through five focusing on hands-on science and critical thinking skills through chess. The TEAM classes are implemented in grades two through four. Students are selected based on criteria set forth by the District and higher learning activities are implemented in the classrooms. The EFL Program is implemented in grades one through five. Students in these classes receive an additional instruction in language arts/ reading in Spanish. In addition, John G. DuPuis Elementary School services Emotionally Handicapped (EH) students in grades Pre-Kindergarten through fifth. An inclusion model for Special Education (SPED) students is also implemented in one class in grades two through five. John G. DuPuis Elementary School is a Title I school that is eligible for Supplemental Educational Services.

### School Community Relations/Partners

Support for the school is provided by Regional Center I. It is comprised of a regional superintendent and four directors. Additional support is provided by district personnel from various departments in the academic and special areas. John G. DuPuis receives substantial support from Dade partners such as Winn-Dixie, Publix, Wal-Mart, Home Depot, and Target. Support is also received by higher learning institutions such as Barry University and the City of Hialeah. John G. DuPuis participates in several community sponsored activities such as the Jose Marti Parade, John F. Kennedy (JFK) Library Night, Hialeah Science Summer Camp, and holiday food and toy drives that serve the community.

### Grants

John G. DuPuis Elementary is a recipient of the Reading First grant. Reading First grants assist Florida schools districts and schools to implement proven methods of scientifically based reading instruction in classrooms in order to prevent reading difficulties in grades K-3.

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 achieving Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 58 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their reading skills as evidenced by 58 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 71 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 62 percent of the students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their mathematics skills as evidenced by 62 percent of the students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged (ED) students will improve their mathematics skills as evidenced by 62 percent of the students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in grade four will increase their writing scores as evidenced by an increase of 3 percentage points in the percent of students scoring a 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by 51 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Science Test.

Given a focus to increase parental involvement, parental involvement will increase by 5 percentage points as evidenced by the total number of parents attending school activities in the 2007 – 2008 school year as compared to the event sign-in rosters from the 2006 – 2007 school year.

Given an emphasis on a safe and orderly environment, students at John G. DuPuis Elementary School will increase their attendance by a 1.0 percentage point as evidenced by the Attendance Report for the 2007 – 2008 school year.



# School Improvement Plan

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Given an emphasis on the use of technology in education, students in grades three through five will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

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 .50 percent as evidenced by the 2008 FITNESSGRAM.

Given a focus to expand knowledge in the Spanish language, students in grades four and five will master the 2007-2008 teacher made evaluation as evidenced by a 3 percentage point increase as compared to the 2006-2007 evaluation. Mastery will be determined by a score of 90 percent or higher.

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 2007-2008 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.



# School Improvement Plan 2007-2008



## 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.

## 1481 - 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.

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### ***School Demographics***

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John G. DuPuis Elementary School was built in 1958 and rests on 2.8 acres. Presently there are six portable classrooms. In order to meet the growing student population, a renovation project is scheduled for the 2007-2008 school year which includes new construction of a modular building with thirteen classrooms. John G. DuPuis is a Title I Pre-Kindergarten through grade five school located in the largely Hispanic city of Hialeah, Florida. In addition, 573 of our students receive free or reduced lunch.

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## ***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 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.

### **Education Design:**

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.

### **Performance Results:**



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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.





# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

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

#### **Florida Education Priorities**

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"/>

### **Reading 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 2007 administration of the FCAT, a decrease of one percentage point over the 2006 test scores. In third grade, an emphasis on instruction needs to be placed in the following areas: Main Idea/Purpose and Reference/Research. In fourth grade, an emphasis on instruction needs to be placed in the areas of: Comparisons and Reference and Research. In fifth grade, an emphasis on instruction needs to be placed in the following area: Words/Phrases.

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 or above grade level in reading. Scores on the 2007 administration also indicated that there was no change in the percentage points of students in the SWD sub-group reading at or above grade level as compared to the 2006 administration.

The Adequate Yearly Progress (AYP) Report indicated that 40 percent of the students in the English Language Learners (ELL) sub-group scored at or above grade level in reading. Scores on the 2007 administration also indicated that there was a decrease of 10 percentage points as compared to the 2006 administration.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### 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 achieving Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 58 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their reading skills as evidenced by 58 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide ongoing staff development and support for the use of effective reading strategies to improve students' reading skills as reflected in the Sunshine State Standards.	Principal, Assistant Principal, Reading Coaches.	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue to implement and monitor the Accelerated Reader Program to be used in all classrooms, skills lab, and media center.	Principal, Assistant Principal, Media Specialist, Reading Coaches, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer the Diagnostic Assessment of Reading (DAR).	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Administer DIBELS in grades K-3 and to students in grades 4 – 5 who scored a Level I or II on the FCAT Reading Assessment.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer the PPVT III Oral Language Vocabulary to grades K-3.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer quarterly assessments in grades two through five to monitor learning growth and mastery of students' reading skills.	Principal, Assistant Principal, Reading Coaches.	8/20/2007	6/05/2008	Other/ Not Applicable	
Administer the District Reading Standards Interim Assessment.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/05/2008	Other/ Not Applicable	
Continue to implement and monitor the district's Comprehensive Reading Plan to improve students' reading comprehension skills.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Continue a Sunshine State Standards reading tutorial program (Early Bird /After School and Saturday Academy) to improve students' reading comprehension skills, targeting students in the lowest 25 percent.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Continue to provide parent workshops focusing on the social, emotional, and academic growth of children and to assist them in improving their child's reading comprehension skills.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	
Involve parents in monitoring students' independent reading activities through the use of reading logs.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Implement the Voyager Passport Series.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Implement weekly mock testing sessions to enhance test taking skills and critical thinking skills.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

### Research-Based Programs



# School Improvement Plan 2007-2008



Reading First Grant utilizing the Houghton-Mifflin series  
Core Reading Program  
Elements of Reading: Vocabulary  
Early Success  
Soar to Success Voyager Passport  
Accelerated Reader

## Professional Development

1. Voyager Passport training
2. Lexia training
3. Creating Independence through Student-Owned Strategies (C.R.I.S.S) training
4. FCAT Explorer training
5. Riverdeep training
6. Diagnostic Assessment of Reading (DAR) training
7. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) training
8. Literacy Essentials and Reading Network (LEaRN) training
9. Elements of Reading Vocabulary training
10. K-3 Student Center Activities training
11. Houghton-Mifflin training
12. Soar to Success training
13. Early Success training
14. Quick Reads training
15. 4-5 Student Center Activities Training

Highly Qualified Instructors 1481 JOHN G. DUPUIS ELEMENTARY  
285328 NICHOLAS M. CUTRO 1020 2ND GRADE SOCIAL SCIENCE

Mr. Cutro will be supported by a mentor, Ms. Cao, and will participate in several professional development activities to enhance student achievement such as:

1. Voyager Passport training
2. Creating Independence through Student-Owned Strategies (C.R.I.S.S.) training
3. Riverdeep training
4. FCAT Explorer training
5. Elements of Reading Vocabulary training
6. K-3 Student Center Activities training

## Evaluation

This goal will be evaluated as evidenced by 58 percent of the students meeting high standards on the 2008 FCAT Reading Test, while 58 percent of each subgroup identified in the NCLB requirements will score at Level 3 or above.

Formative:

1. Screening instruments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Diagnostic Assessment of Reading (DAR) PPVT III Oral Language Vocabulary
2. Progress monitoring instruments: District Reading Standards Interim Assessments

Summative:

3. Outcome instrument: 2008 FCAT Reading Test SAT (grades one and two)

## Mathematics Goal

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

#### **Florida Education Priorities**

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"/>

### **Mathematics Statement**

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

### **Needs Assessment**

Results obtained from the School Performance Accountability Report indicated that 66 percent of the students in grades three through five met high standards on the 2007 administration of the FCAT Mathematics Test, an increase of one percentage point over the 2006 test scores. In third grade, an emphasis in instruction needs to be placed in the following areas: Data Analysis, Number Sense, and Algebraic Thinking. In fourth grade, an emphasis in instruction needs to be placed in the following area: Number Sense. In fifth grade, an emphasis in instruction needs to be placed in the following areas: Number Sense and Algebraic Thinking.

The Adequate Yearly Report indicated that 35 percent of the students in the Students with Disabilities (SWD) sub-group scored at or above grade level in mathematics resulting in a decrease of 3 percentage points as compared to the 2006 administration.

The Adequate Yearly Report indicated that 46 percent of the students in the English Language Learners (ELL) sub-group scored at or above grade level in mathematics resulting in a decrease of 7 percentage points as compared to the 2006 administration.

The Adequate Yearly Report also indicated that 55 percent of the students in the Economically Disadvantaged (ED) sub-group scored at or above grade level in mathematics resulting in an increase of 1 percentage point as compared to the 2006 administration.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 71 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 62 percent of the students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their mathematics skills as evidenced by 62 percent of the students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged (ED) students will improve their mathematics skills as evidenced by 62 percent of the students achieving Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement facts practice drills as part of the daily mathematics instruction.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement "mathematics word problem of the day" delivered by the Mathematics Wizard via closed circuit TV and "mathematics problem of the day" as the opening routine for mathematics instruction.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct monthly Instructional Improvement Team (IIT) meetings.	Principal, Assistant Principal, IIT Members, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the district's suggested long range plan.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	
Implement an intervention program that builds mathematics skills for students through Early Bird/After School and Saturday Academy tutorial programs.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	40000
Develop a scope and sequence.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Continue to provide parent workshops focusing on the social, emotional and academic growth of children and to help parents to assist their child in improving their skills in mathematics.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Continue to implement a Sunshine State Standards mathematics tutorial program to improve students' mathematical skills targeting students scoring in the low range and identified subgroups.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Implement Mathematics Standards Interim Assessments.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Implement weekly mock testing sessions to enhance test taking skills and critical thinking skills.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

### Research-Based Programs

School wide implementation of the Harcourt Brace Mathematics Program that incorporates the mathematics strands of the Sunshine State Standards

Riverdeep  
FCAT Explorer

### Professional Development





# School Improvement Plan 2007-2008



Provide staff development for staff and faculty on mathematical instructional strategies, assessment and analysis of data, and differentiated instruction for all students. In-services will be provided to all teachers and staff members when deemed necessary.

Highly Qualified Instructors 1481 JOHN G. DUPUIS ELEMENTARY  
285328 NICHOLAS M. CUTRO 1020 2ND GRADE SOCIAL SCIENCE

Mr. Cutro will be supported by a mentor, Ms. Cao, and will participate in several professional development activities to enhance student achievement such as:

1. Riverdeep training
2. District and Region Inservices in mathematics regarding instructional strategies, assessment and analysis of data and differentiated instruction.

## Evaluation

This goal will be evaluated as evidence by 62 percent of the students meeting high standards on the 2008 FCAT Mathematics Test.

Formative:  
Mathematics Standards Interim Assessments

Summative:  
2008 FCAT Mathematics Test

## Writing Goal

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

#### **Florida Education Priorities**

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"/>

### **Writing Statement**

All students will write on or above grade level.

### **Needs Assessment**

Scores on the 2007 FCAT Writing+ Test indicated that 81 percent of the students in grade four met high standards on the FCAT Writing+ Test, a 4 percentage point decrease as compared to the 2006 administration.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction using Sunshine State Standards, students in grade four will increase their writing scores as evidenced by an increase of 3 percentage points in the percent of students scoring a 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
The Reading Coaches will model instructional lessons for teachers.	Principal, Assistant Principal, Reading Coaches	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide on-going staff development workshops in writing to strengthen the instructional program by exposing teachers to strategies that will impact students' performance.	Principal, Assistant Principal, Reading Coaches, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Develop instructional activities that correlate to the Comprehensive Reading Plan, focusing on the narrative, expository, and persuasive writing techniques to impact student writing.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Utilize school wide weekly writing prompts to be used as an assessment tool to guide instruction.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement a Sunshine State Standards tutorial program that will improve writing prompt scores, targeting LEP, SWD and low achieving students.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Provide parental training on expectations for students on the FCAT Writing+ Test and how they can assist at home.	Principal, Assistant Principal, Reading Coaches, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize the closed circuit TV to promote excellent writers by having them share their writing via televised morning announcements as an incentive tool to impact instruction.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	
The Media Specialist will conduct two school wide writing contests to promote effective writing.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	
Provide small group instruction to targeted fourth grade students on expository and narrative writing.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Monitor instruction in writing to ensure that Sunshine State Standards are being met.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

### Research-Based Programs

Houghton-Mifflin state adopted series

### Professional Development

Provide on-going professional development activities for staff members on topics such as holistic scoring. The Reading Coaches will provide classroom demonstration lessons for new teachers. Participation in district training related to writing.

### Evaluation

This goal will be evaluated as evidenced by 75 percent of the students scoring a 3.5 or higher on the 2008 administration of the FCAT Writing+ Test. In addition, District Interim Assessments, monthly writing prompts, and mid-year progress assessments will serve as benchmarks for monitoring progress.

## Science Goal

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

#### **Florida Education Priorities**

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"/>

### **Science Statement**

All students will become scientifically literate and meet Sunshine State Standards (SSS).

### **Needs Assessment**

Results of the 2007 FCAT Science Test indicated that there was a decrease of 9 points for students in grade five meeting or exceeding the district's mean scale score of 295, as compared to the 2006 administration. In addition, the mean scale score of the 2007 FCAT Science Test for fifth grade students at John G. DuPuis Elementary School was 286. The School Performance Accountability Report indicated that 36 percent of the students met high standards on the 2007 administration of the FCAT Science Test. In fifth grade, an emphasis on instruction needs to be placed in the following area: Earth/Space.

### Measurable Objective

Given instruction using Sunshine State Standards, fifth grade students will improve their science skills as evidenced by 51 percent of students achieving Level 3 or above on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate the use of technology into the science curriculum to provide students with the necessary skills to succeed in the world of careers.	Principal, Assistant Principal, Microsystems Technician, Classroom Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Incorporate hands-on science experiments into science instruction using the Scott-Foresman science kits, Soaring to New Heights with the Science Sunshine State Standards Resource Guide for K-2 Teachers and Capturing New Levels of Success using the Science Sunshine State Standards Resource Guide for 3-5 Teachers.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Conduct a school wide science fair.	Principal, Assistant Principal, Department Chairperson, Grade Level Chairpersons, Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize the Districts' Pacing Guide for Science.	Principal, Assistant Principal, Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Utilize the Competency Based Curriculum and integrate problem solving, critical thinking, and mathematics skills into science instruction in order to prepare students for the world of work.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Incorporate the periodical "Time for Kids" to expose students to science related articles involving hands-on activities and experiments.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Continue to incorporate a comprehensive science program focusing on the scientific method.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Scott-Foresman Science Series  
Full Option Science System (FOSS)

### Professional Development

Professional development training will include focusing on the eight strands of science using hands-on activities, participation in the Instructional Technology Conference, and attending district workshops.

### Evaluation

This goal will be evaluated as evidenced by 51 percent of the students in fifth grade meeting high standards on the 2008 administration of the FCAT Science Test. In addition, chapter/unit tests and school developed pre and post tests will be used to monitor student progress.

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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**

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

### **Parental Involvement Statement**

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 percentage points in the 2007 – 2008 school year as compared to the number of parents attending school activities in the 2006 – 2007 school year. The total number of parent participation in school activities was 2,790 for the 2006 – 2007 school year as compared to 2,653 for the 2006 – 2007 school year. John G. DuPuis Elementary School has also received the Golden Apple Award for the 2006 – 2007 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 percentage points as evidenced by the total number of parents attending school activities in the 2007 – 2008 school year as compared to the event sign-in rosters from the 2006 – 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement monthly Title I parent workshops.	Principal, Assistant Principal, Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Implement Brainchild workshop for parents.	Principal, Assistant Principal, Teachers	8/20/2007	06/5/2008	Academic Enrichment Opportunities	0
Implement Riverdeep and FCAT Explorer workshops for parents.	Principal, Assistant Principal, Teachers	08/20/2007	06/5/2008	Academic Enrichment Opportunities	0
Offer a Title I Program resource room for parents to obtain information and check out materials.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/5/2008	Exchange Meaningful Information	0
Work cohesively with the PTA President to encourage new membership and help promote parental attendance at meetings.	Principal, Assistant Principal, PTA President, Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Conduct Open House for parents.	Principal, Assistant Principal, Classroom Teachers	9/4/2007	9/4/2007	Exchange Meaningful Information	0
Conduct a Title I Pre-Kindergarten orientation for parents.	Principal, Assistant Principal, Pre-K Teacher	8/20/2007	6/5/2008	Universal Pre-K	0
Conduct a Science Fair Night.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Conduct a Literacy Book Fair.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

National Parent Teacher Association Standards

### Professional Development

Parents will be offered the following training sessions: FCAT Explorer, Riverdeep, Brainchild, and monthly Title I workshops in reading/writing and mathematics/science.

### Evaluation

This goal will be evaluated as evidenced by a 5 percentage point increase of the total number of parents attending school activities in the 2007 – 2008 school year as compared to event sign-in rosters from the 2006 - 2007 school year.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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"/>

### **Discipline & Safety Statement**

John G. DuPuis Elementary School will increase student attendance.

### **Needs Assessment**

John G. DuPuis Elementary School increased the attendance rate each quarter in 2006 – 2007 as compared to 2005 – 2006. Our end of the year percentage rate for attendance was 96.54 percent. This was a 1.35 percentage increase from the previous year. 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 a 1.0 percentage point as evidenced by the Attendance Report for the 2007 – 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize students at awards assemblies for perfect attendance.	Principal, Assistant Principal, Attendance Clerk, Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Utilize closed circuit TV to recognize classes with perfect attendance.	Principal, Assistant Principal, Attendance Clerk, Media Specialist	08/20/2007	06/5/2008	Other/ Not Applicable	0
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	08/20/2007	06/5/2008	Other/ Not Applicable	0
Utilize Connect-Ed to notify parents of student absences.	Principal, Assistant Principal, Attendance Clerk	08/20/2007	06/5/2008	Other/ Not Applicable	0
Implement incentive programs to help motivate students to attend school regularly.	Principal, Assistant Principal, Attendance Clerk, Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Truancy Intervention Program (TIP)

### Professional Development

Truancy Intervention Program training

### Evaluation

This goal will be evaluated by a 1.0 percentage point increase as evidenced on the Miami-Dade County Public Schools Percentage of Attendance Report for the 2007–2008 School Year.

## Technology Goal

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

#### *Florida Education Priorities*

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

### **Technology Statement**

Students in grades three through five at John G. DuPuis Elementary School will increase their participation in the usage of the FCAT Explorer Program.

### **Needs Assessment**

Results obtained from the 2006-2007 FCAT Explorer Program monitoring reports indicated that 60 percent of students in grades three through five participated in this technology program.

### Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent of use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Replace or upgrade obsolete classroom computer equipment, including printers.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist	08/20/2007	06/5/2008	Other/ Not Applicable	0
Upgrade the school network infrastructure.	Principal, Assistant Principal, Micro-systems Technician	08/20/2007	06/5/2008	Other/ Not Applicable	0
Purchase a new server computer for 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	08/20/2007	06/5/2008	Other/ Not Applicable	0
Trouble-shoot and repair inoperable computers.	Principal, Assistant Principal, Micro-systems Technician	08/20/2007	06/5/2008	Other/ Not Applicable	0
Install a network infrastructure for the relocatables.	Principal, Assistant Principal, Micro-systems Technician	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide training for faculty, staff and parents on the FCAT Explorer Program.	Principal, Assistant Principal, Micro-systems Technician, Media Specialist, and Staff	08/20/2007	06/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

N/A

### Professional Development

District technology workshops  
 FCAT Explorer Program training  
 Technology troubleshooting training

### Evaluation

This goal will be evaluated as evidenced by a 10 percentage point increase in student usage of the FCAT Explorer Program during the 2007-2008 school year as compared to the 2006-2007 school year.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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*

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

### **Health & Physical Fitness 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 2006-2007 school year, the results for the FITNESSGRAM indicated that John G. DuPuis Elementary School had 89 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 .50 percent as evidenced by the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in one community sponsored running event.	Principal, Assistant Principal, Physical Education teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue the implementation of the daily morning run club.	Principal, Assistant Principal, Physical Education teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
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	08/20/2007	06/5/2008	Other/ Not Applicable	0
Administer a pre-test to establish a baseline and use the FITNESSGRAM results as a post-test.	Principal, Assistant Principal, Physical Education teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
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	08/20/2007	06/5/2008	Other/ Not Applicable	0
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	08/20/2007	06/5/2008	Other/ Not Applicable	0

### Research-Based Programs

FITNESSGRAM, health-related fitness test

### Professional Development

District Physical Education workshops

### Evaluation

This goal will be evaluated as evidenced by a .50 percent increase on the 2007-2008 FITNESSGRAM, health-related fitness test as evidenced by a score of 89.5 percent.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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"/>

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

### **Electives & Special Areas Statement**

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

### **Needs Assessment**

Based on data from the 2006-2007 teacher made evaluation, 72 percent of students in grades four and five mastered the evaluation as evidenced by a score of 90 percent or higher. 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, students in grades four and five will master the 2007-2008 teacher made evaluation as evidenced by a 3 percentage point increase as compared to the 2006-2007 evaluation. Mastery will be determined by a score of 90 percent or higher.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that students participate in cultural events during Hispanic Heritage Month.	Principal, Assistant Principal, Community Involvement Specialist and Teachers	08/20/2007	6/5/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
Participate in a bilingual oratorical contest as part of the end-of-year assessment.	Principal, Assistant Principal, Bilingual Department Chair and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a community sponsored Spanish essay contest.	Principal, Assistant Principal, Bilingual Department Chair and Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the Extended Foreign Language Program.	Principal, Assistant Principal, Bilingual Department Chair, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Participate in the Jose Marti parade.	Principal, Assistant Principal, Bilingual Department Chair and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

### 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.

## Return On Investment Goal

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

#### **Florida Education Priorities**

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**

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

### **Return On Investment 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 2007-2008 index publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC members, Faculty, and Staff	08/20/2007	06/5/2008	Exchange Meaningful Information	0
Collaborate with the district on resources allocation.	Principal, Assistant Principal	08/20/2007	06/5/2008	Exchange Meaningful Information	0
Collaborate with faculty and staff concerning resource allocation and usage.	Principal, Assistant Principal, Faculty, and Staff	08/20/2007	06/5/2008	Exchange Meaningful Information	0
Monitor effective usage of resources and fund allocations.	Principal, Assistant Principal	08/20/2007	06/5/2008	Continuous Improvement Model	0
Share use of facilities, partner with community agencies.	Principal, Assistant Principal	08/20/2007	06/5/2008	Safe and High-quality Facilities	0
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	08/20/2007	06/5/2008	Continuous Improvement Model	0

### 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 2007-2008 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"/>	<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>

**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 Improvement Plan 2007-2008



## **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.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	0
Mathematics	40000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>40000</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*