

John G. Dupuis Elementary School



2014-15 School Improvement Plan

John G. Dupuis Elementary School

1150 W 59TH PL, Hialeah, FL 33012

<http://jgd.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
91%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The faculty and staff of John G. DuPuis Elementary School are committed to providing all students with quality instruction and social/emotional skills enabling them to master the essential competencies and knowledge necessary to meet the challenges of the 21st Century.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Instructional personnel provide opportunities, through classroom projects, to learn about students' cultures. These projects provide opportunities to build relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Providing a safe learning environment for the students of John G. DuPuis Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The schools reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their individual needs.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Each teacher has designed their individual Classroom Management Plan.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School Counselor consistently addresses specific needs requested by the teacher and visits those classrooms to provide support. The School Counselor also provides individual/group counseling with students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51246>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Collaborative conversations/communication is key to sustaining a successful business partnership in the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Nunez, Lourdes	Principal
Betancourt, Idalis	Assistant Principal
Fleitas, Maria	Instructional Coach
Wantana, Vassana	Teacher, K-12
Rodriguez, Ibis	Teacher, K-12
Amato, Lisa	Teacher, K-12
Tirado, Paula	Teacher, K-12
Martinez, Sissi	Teacher, K-12
Sola, Gladys	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

General Education Teachers: Provides intervention for students in the first level (core), second level (supplemental) and third level (intensive), collects data, collaborates with other staff and provides information about core subjects. Data will be used to guide instructional decisions for all students and to adjust delivery of curriculum and instruction to specific needs of students. Ensures that the School Improvement Plan is being implemented with fidelity.

Maria Fleitas, Reading Coach - Provides guidance on the Comprehensive Reading Plan; Common Core, District Pacing guides, technical assistance to teachers regarding data-based instructional planning and supports the implementation of Tier I and Tier II intervention plans and ensures that the School Improvement Plan is being implemented with fidelity.

Jennifer Gotor-Costa, Exceptional Student Education (SWD) Teacher – Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.

Solange Fernandez, School Psychologist, Maricarmen Acosta, School Counselor, and Ofelia Diaz, Social Worker – Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions in the first level (core), second level (supplemental) and third level (intensive), the student service team will continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success. Ensures that the School Improvement Plan is being implemented with fidelity.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS/RtI is an extension of John G. DuPuis' Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of data which impact student achievement, school safety, school culture, literacy, attendance, and prevention of student failure through early intervention.

John G. DuPuis Elementary School's MTSS/RtI Leadership Team is composed of: the Principal, Assistant Principal, Reading Coach, ELL Teacher, EESAC Chairperson, School Psychologist, and School Counselor. The MTSS/RtI team addresses student learning based on analysis of data. The MTSS/RtI team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/RtI is being implemented with fidelity and that assessment of MTSS/RtI skills is being documented and used to drive instruction. The team will ensure that adequate professional development to support MTSS/RtI is implemented and will communicate with parents regarding school based MTSS/RtI plans and activities.

Title I, Part A

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to our school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), (Ana Martinez) conducts home visits, plan parent activities and assist parents daily. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Our Reading Coach, (Maria Fleitas) develops, leads, and evaluates school core content standards/ programs; identifies and analyses existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Maria Fleitas identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Parents participate in the design of the school's Parent Involvement Plan (PIP), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Efforts are made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

John G. DuPuis Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Programs. Services are coordinated with the District Drop-out Prevention Program.

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teachers (MINT) program. Training and/or add-on endorsement programs, such as Reading, Gifted, ELL, etc.
- Training for Substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Communities (PLC), development and facilitation, as well as Lesson Study Group Implementation and protocols.

John G. DuPuis Elementary School ensures that teachers take part in the professional development

that is needed for teacher growth and student success.

Title III

Services are provided through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners at John G. DuPuis Elementary School. Funds are used to supplement and/or enhance the After School Tutorial programs at John G. DuPuis Elementary.

Title VI, Part B - NA

Title X- Homeless

Mariecarmen Acosta, school counselor is the liaison for John G. DuPuis Elementary School.

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, our elementary counselors
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- District Policy Against Bullying and Harassment - teacher teach the mandatory five lesson
- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- John G. DuPuis Elementary School adheres to and implements the nutrition requirements stated in

the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

John G. DuPuis Elementary School has one Pre-K ESE Reverse Mainstream Program that services students with special needs and utilizes general education students as role models. John G. DuPuis has three Head Start classrooms on campus for three and four year olds.

In order to facilitate the transition from Pre-K to Kindergarten, time is set aside for students in all Pre-K programs to visit the Kindergarten classrooms.

John G. DuPuis Elementary School also offers ongoing opportunities for feeder pattern schools to visit our Kindergarten Program.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Health Connect in Our Schools -

John G. DuPuis Elementary has a registered nurse, Normi C. Gonzalez (shared between schools) and a Health Aide, Lorraine Flore.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometry exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lourdes Nunez	Principal
Wantana Vassana	Teacher
Tania Recino	Teacher
Raquel Seales	Teacher
Maria Cao	Teacher
Lissette Franco	Teacher
Linda Rush	Education Support Employee
Keyla Hechavarria	Teacher
Francisco Porrata	Teacher
Annie Washington	Education Support Employee
Jason Pritchard	Business/Community
Julio Priede	Business/Community
Victor Betancourt	Business/Community
Jamie Melendez	Parent
Jose Gonzalez	Parent
Logan Pritchard	Student
Jonathan Cruz	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Data from the 2014 FCAT 2.0 indicates that the strategies listed on last year's school improvement plan were met with fidelity.

Development of this school improvement plan

School Advisory Council (EESAC) has worked in the development of this SIP. School Advisory Council (EESAC) met on October 8, 2014 to finalize the plan and will continuously meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of EESAC funds to support the School Improvement Plan goals.

Preparation of the school's annual budget and plan

The projected use of school EESAC funds \$2,944.30 to be used to purchase supplemental instructional materials to support School Improvement goals for Reading, Math, and Science.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will be utilized to purchase supplemental materials to support and enhance the transition to Florida State Standards by providing opportunities to demonstrate mastery

in the following areas: Reading, Writing, Mathematics, and Science. Funds will also be utilized for student recognition during annual awards assemblies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

N/A

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Nunez, Lourdes	Principal
Betancourt, Idalis	Assistant Principal
Fleitas, Maria	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives from the LLT this year include:

- including representation from all curricular areas on the MTSS/RTI
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

As a result, our school will be able to:

- Increase the total percent of students meeting high standards of learning in Reading
- Increase the achievement level of those students falling in the lowest 25 percentile in the area of reading

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All content area teachers collaborate with the instructional coaches and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the instructional coaches assist in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administration will recruit and retain highly qualified, certified-in-field, effective teachers to the school by continuously providing research based programs and aligning professional development that assist teachers in being effective in the classroom.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Ms. Cao (teacher mentor) demonstrates outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. Ms. Cao will assist Ms. Ochotorena (third year teacher) in gaining knowledge in the curriculum areas by meeting with her once a week. Planned activities involve depth of knowledge (rigor), higher order thinking skills, curriculum, technology, research based programs, discipline, policies and increasing parental involvement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

District Pacing Guides and State Item Specifications are reviewed during collaborative planning session to ensure that core instructional programs and materials are aligned to Florida's standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

During collaborative planning sessions, instructional coaches debrief with content area teachers to provide updated data based on classroom assessment. The data is analyzed and students are grouped in to differentiated instruction groups. The purpose of the differentiated instruction groups is to correct the deficiency through small group instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,600

After school tutorial program for reading, mathematics and science.

Strategy Rationale

Based on the 2014 FCAT 2.0 Reading Assessment, there is a need to provide students with intervention programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nunez, Lourdes, lourdesnunez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected monthly to analyze and to determine effectiveness in reading, mathematics, and science. Walkthroughs will be conducted to monitor the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three and four-year old children.

John G. DuPuis Elementary School houses approximately 54 students from ages 3 to 4 in the Head Start Program. In addition to the Head Start program offered on campus, John G. DuPuis Elementary School has one Pre-K ESE Reverse Mainstream Program that services students with special needs and utilizes general education students as role models.

In order to facilitate the transition from Pre-K to kindergarten, time is set aside for students in the Pre-K program to visit the kindergarten classrooms. John G. DuPuis Elementary School also offers ongoing opportunities for feeder pattern schools and private schools to visit our kindergarten program throughout the year.

At John G. DuPuis Elementary School, all incoming students are assessed upon entering kindergarten in order to gather individual and group needs. All students are assessed within the areas of Basic Skills/School Readiness, Oral language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Kindergarten students are assessed on the FLKRS. Core kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice, observations, continuous feedback and independent practice of all academic and social emotional skills identified.

Student service personnel will provide kindergarten teachers with effective strategies for social skills instruction and will assist teachers with positive reinforcement of pro-social behavior.

Screening tools will be re-administered throughout the year in order to determine if instruction/intervention programs need to be changed based on learning gains. Students' strengths and weaknesses will be examined to further assess students' achievement. Social skills checklist will be implemented to address pro-social behavior in kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction across all content areas.
- G2.** To increase student achievement by improving attendance, behavior and progress.
- G3.** To prepare students to be college and career ready through STEM initiatives and programs.
- G4.** See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction across all content areas. 1a

G049648

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Wonders, Wonders Foundation Skills, Wonder Works, iReady, Reflex Math

Targeted Barriers to Achieving the Goal 3

- There is a need for teachers to master the content and deliver instruction with rigor and purpose.

Plan to Monitor Progress Toward G1. 8

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward goal.

Person Responsible

Lourdes Nunez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agendas; sign-in log during Data Chats

G2. To increase student achievement by improving attendance, behavior and progress. 1a

G050788

Targets Supported 1b

Indicator	Annual Target
Attendance rate	13.0
One or More Suspensions	1.0

Resources Available to Support the Goal 2

- Parent conference, school-wide discipline plan and individual/group counseling.

Targeted Barriers to Achieving the Goal 3

- There is a need to identify students who exhibit two or more early warning indicators.

Plan to Monitor Progress Toward G2. 8

Collect and review data throughout the year to determine progress toward goal.

Person Responsible

Lourdes Nunez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Data sheets

G3. To prepare students to be college and career ready through STEM initiatives and programs. 1a

G050794

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Interactive journals, essential labs, Gizmo, CPalms

Targeted Barriers to Achieving the Goal 3

- There is a need to provide a variety of higher order thinking strategies into the planning and delivery of instruction.

Plan to Monitor Progress Toward G3. 8

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward goal.

Person Responsible

Lourdes Nunez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agendas, sign-in log during data chats

G4. See Title I PIP 1a

G050796

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase student achievement by improving core instruction across all content areas. **1**

 G049648

G1.B1 There is a need for teachers to master the content and deliver instruction with rigor and purpose. **2**

 B124324

G1.B1.S1 Effective planning and instructional delivery. **4**

 S136252

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 **5**

Provide a professional development based on effective planning using an instructional framework and resources aligned to student needs.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign in log, classroom walkthroughs

Action Step 2 5

Plan for instruction using an instructional framework and student data in order to align resources.

Person Responsible

Lourdes Nunez

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign-in log, classroom walkthroughs

Action Step 3 5

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

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs

Action Step 4 5

Identify and utilize classrooms for observational purposes in order to demonstrate effective implementation of instructional components.

Person Responsible

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs

Action Step 5 5

Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Conduct classroom walkthroughs to ensure the instructional delivery reflects the instructional framework within the plans and aligned resources are readily available and being utilized during small groups. Observe modeled lessons and exchange feedback between instructional support and teachers to ensure teachers are fully supported.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, teacher's lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused and aligned to the students.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Follow-up collaborative conversations with the Administrative Team and Instructional Coaches based on classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Collaborative conversations held during common planning times.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign in logs, agendas

G2. To increase student achievement by improving attendance, behavior and progress. 1

G050788

G2.B1 There is a need to identify students who exhibit two or more early warning indicators. 2

B127344

G2.B1.S1 Focus on improving student behavior. 4

S139419

Strategy Rationale

Provide opportunities for students to engage in individual counseling.

Action Step 1 5

Provide opportunities for teachers to implement the school-wide discipline plan.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs.

Action Step 2 5

Provide opportunities for students to attend individual/group counseling.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Counselor's log.

Action Step 3 5

Provide opportunities for teachers to conduct individual conferences with students.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Teacher's communication log.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct classroom walkthroughs to monitor effectiveness of implementation of plan.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Follow-up collaborative conversations with Administrative Team based on classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Collaborative conversations among Administrative Team.

Person Responsible

Lourdes Nunez


Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Agendas

G2.B1.S2 Focus on improving student attendance. 4

 S139420

Strategy Rationale

Provide opportunities for parent conference.

Action Step 1 5

Provide opportunities for collaborative teacher/parent conferences.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Teacher's communication log.

Action Step 2 5

Provide opportunities for the school social worker to support the families of students with attendance issues.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Communication log.

Action Step 3 5

Provide opportunities for the student service team to continue to provide counseling on truancy to parents.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Communication log.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Conduct collaborative conversations among the student service team and administrative team.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Follow-up collaborative conversations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Collaborative conversations held weekly.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Agendas

G2.B1.S3 Focus on student progress. 4

 S139617

Strategy Rationale

Provide opportunities for tutoring and interventions.

Action Step 1 5

Provide tutoring services for students.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 11/26/2014 to 1/9/2015

Evidence of Completion

Sign in sheets

Action Step 2 5

Provide intervention for students.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs, teacher's folders.

Action Step 3 5

Implementation of differentiated instructions groups.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs, teacher's lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Conduct classroom walkthroughs to monitor effective delivery of instruction.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 6/4/2015

Evidence of Completion

Follow-up collaborative conversations with administrative team and instructional coaches based on classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Collaborative conversations held during common planning.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign-in logs, agendas

G3. To prepare students to be college and career ready through STEM initiatives and programs. 1

G050794

G3.B1 There is a need to provide a variety of higher order thinking strategies into the planning and delivery of instruction. 2

B127359

G3.B1.S1 Accountable talk and questioning strategies 4

S139428

Strategy Rationale

Implement high order questioning strategies using explicit instruction and reflective discussion through accountable talk among students to deepen content knowledge and understanding while increasing their abilities to articulate explanations.

Action Step 1 5

Provide Professional Development opportunities that focus on the implementation of higher order questioning strategies and the use of explicit instruction.

Person Responsible

Lourdes Nunez

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign-in logs, classroom walkthroughs

Action Step 2 5

Provide opportunities for teachers to implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs

Action Step 3 5

Implementation of differentiated instruction groups.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused and aligned to the standards.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Follow-up collaborative conversations with administrative team and instructional coaches based on classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Collaborative conversations held during common planning times.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Sign-in logs, agendas

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Dade - 1481 - John G. Dupuis Elementary Schl - 2014-15 SIP
John G. Dupuis Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide a professional development based on effective planning using an instructional framework and resources aligned to student needs.	Nunez, Lourdes	9/9/2014	Sign in log, classroom walkthroughs	11/26/2014 weekly
G2.B1.S1.A1	Provide opportunities for teachers to implement the school-wide discipline plan.	Nunez, Lourdes	9/9/2014	Classroom walkthroughs.	11/26/2014 daily
G2.B1.S2.A1	Provide opportunities for collaborative teacher/parent conferences.	Nunez, Lourdes	9/9/2014	Teacher's communication log.	11/26/2014 daily
G3.B1.S1.A1	Provide Professional Development opportunities that focus on the implementation of higher order questioning strategies and the use of explicit instruction.	Nunez, Lourdes	9/9/2014	Sign-in logs, classroom walkthroughs	11/26/2014 monthly
G2.B1.S3.A1	Provide tutoring services for students.	Nunez, Lourdes	11/26/2014	Sign in sheets	1/9/2015 weekly
G1.B1.S1.A2	Plan for instruction using an instructional framework and student data in order to align resources.	Nunez, Lourdes	9/9/2014	Sign-in log, classroom walkthroughs	11/26/2014 monthly
G2.B1.S1.A2	Provide opportunities for students to attend individual/group counseling.	Nunez, Lourdes	9/9/2014	Counselor's log.	11/26/2014 weekly
G2.B1.S2.A2	Provide opportunities for the school social worker to support the families of students with attendance issues.	Nunez, Lourdes	9/9/2014	Communication log.	11/26/2014 daily
G3.B1.S1.A2	Provide opportunities for teachers to implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition.	Nunez, Lourdes	9/9/2014	Classroom walkthroughs	11/26/2014 daily
G2.B1.S3.A2	Provide intervention for students.	Nunez, Lourdes	9/9/2014	Classroom walkthroughs, teacher's folders.	6/4/2015 daily
G1.B1.S1.A3	Conduct coaching cycles and model components of the instructional framework and/or the use of resources during small group instruction. Support will be provided during planning sessions.	Nunez, Lourdes	9/9/2014	Classroom walkthroughs	11/26/2014 daily
G2.B1.S1.A3	Provide opportunities for teachers to conduct individual conferences with students.	Nunez, Lourdes	9/9/2014	Teacher's communication log.	11/26/2014 daily
G2.B1.S2.A3	Provide opportunities for the student service team to continue to provide counseling on truancy to parents.	Nunez, Lourdes	9/9/2014	Communication log.	11/26/2014 daily
G3.B1.S1.A3	Implementation of differentiated instruction groups.	Nunez, Lourdes	9/9/2014	Classroom walkthroughs	11/26/2014 daily
G2.B1.S3.A3	Implementation of differentiated instructions groups.	Nunez, Lourdes	9/9/2014	Classroom walkthroughs, teacher's lesson plans.	6/4/2015 daily
G1.B1.S1.A4	Identify and utilize classrooms for observational purposes in order to demonstrate effective implementation of instructional components.		9/9/2014	Classroom walkthroughs	11/26/2014 weekly
G1.B1.S1.A5	Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Conduct classroom walkthroughs to ensure the instructional delivery reflects the instructional framework within the plans and aligned resources are readily available and being utilized during small groups. Observe modeled lessons and	Nunez, Lourdes	9/9/2014	Classroom walkthroughs, teacher's lesson plans	11/26/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	exchange feedback between instructional support and teachers to ensure teachers are fully supported.				
G1.MA1	Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward goal.	Nunez, Lourdes	9/9/2014	Agendas; sign-in log during Data Chats	6/4/2015 quarterly
G1.B1.S1.MA1	Collaborative conversations held during common planning times.	Nunez, Lourdes	9/9/2014	Sign in logs, agendas	11/26/2014 weekly
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused and aligned to the students.	Nunez, Lourdes	9/9/2014	Follow-up collaborative conversations with the Administrative Team and Instructional Coaches based on classroom walkthroughs.	11/26/2014 daily
G2.MA1	Collect and review data throughout the year to determine progress toward goal.	Nunez, Lourdes	9/9/2014	Data sheets	6/4/2015 quarterly
G2.B1.S1.MA1	Collaborative conversations among Administrative Team.	Nunez, Lourdes	9/9/2014	Agendas	11/26/2014 weekly
G2.B1.S1.MA1	Conduct classroom walkthroughs to monitor effectiveness of implementation of plan.	Nunez, Lourdes	9/9/2014	Follow-up collaborative conversations with Administrative Team based on classroom walkthroughs.	11/26/2014 daily
G2.B1.S2.MA1	Collaborative conversations held weekly.	Nunez, Lourdes	9/9/2014	Agendas	11/26/2014 weekly
G2.B1.S2.MA1	Conduct collaborative conversations among the student service team and administrative team.	Nunez, Lourdes	9/9/2014	Follow-up collaborative conversations.	11/26/2014 weekly
G2.B1.S3.MA1	Collaborative conversations held during common planning.	Nunez, Lourdes	9/9/2014	Sign-in logs, agendas	11/26/2014 weekly
G2.B1.S3.MA1	Conduct classroom walkthroughs to monitor effective delivery of instruction.	Nunez, Lourdes	9/9/2014	Follow-up collaborative conversations with administrative team and instructional coaches based on classroom walkthroughs.	6/4/2015 daily
G3.MA1	Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward goal.	Nunez, Lourdes	9/9/2014	Agendas, sign-in log during data chats	6/4/2015 quarterly
G3.B1.S1.MA1	Collaborative conversations held during common planning times.	Nunez, Lourdes	9/9/2014	Sign-in logs, agendas	11/26/2014 weekly
G3.B1.S1.MA1	Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused and aligned to the standards.	Nunez, Lourdes	9/9/2014	Follow-up collaborative conversations with administrative team and instructional coaches based on classroom walkthroughs.	11/26/2014 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction across all content areas.

G1.B1 There is a need for teachers to master the content and deliver instruction with rigor and purpose.

G1.B1.S1 Effective planning and instructional delivery.

PD Opportunity 1

Provide a professional development based on effective planning using an instructional framework and resources aligned to student needs.

Facilitator

Ms. Idalis Betancourt, Ms. Maria Fleitas

Participants

Teachers

Schedule

Weekly, from 9/9/2014 to 11/26/2014

PD Opportunity 2

Plan for instruction using an instructional framework and student data in order to align resources.

Facilitator

Ms. Idalis Betancourt, Ms. Maria Fleitas

Participants

Teachers

Schedule

Monthly, from 9/9/2014 to 11/26/2014

G3. To prepare students to be college and career ready through STEM initiatives and programs.

G3.B1 There is a need to provide a variety of higher order thinking strategies into the planning and delivery of instruction.

G3.B1.S1 Accountable talk and questioning strategies

PD Opportunity 1

Provide Professional Development opportunities that focus on the implementation of higher order questioning strategies and the use of explicit instruction.

Facilitator

Ms. Wantana Vassana

Participants

Math and Science teachers

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 2: To increase student achievement by improving attendance, behavior and progress.	0
Goal 3: To prepare students to be college and career ready through STEM initiatives and programs.	0
Grand Total	0

Goal 2: To increase student achievement by improving attendance, behavior and progress.		
Description	Source	Total
B1.S1.A1 - School-Wide Incentives	General Fund	0
Total Goal 2		0

Goal 3: To prepare students to be college and career ready through STEM initiatives and programs.		
Description	Source	Total
B1.S1.A3 - Interventionist	Title I Part A	0
Total Goal 3		0