

Miami-Dade County Public Schools

Claude Pepper Elementary School



2017-18 Schoolwide Improvement Plan

Claude Pepper Elementary School

14550 SW 96TH ST, Miami, FL 33186

<http://claupepper.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Claude Pepper Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Claude Pepper Elementary School is to foster a loving and caring community of learners, where teachers, parents, and students work together to enhance learning through cooperation and communication. By respecting individual differences, we can build upon our strengths to maximize each student's potential to promote lifelong learning.

Claude Pepper Elementary School holds the following beliefs and core values as the motivation for all endeavors undertaken by the school: we are dedicated to quality of service, relationships, and communication for all stakeholders. We believe in ensuring an equitable environment so that all students can realize their potential. We believe in the pursuit of academic excellence. We believe in honoring the diversity of our community by working as a team to ensure the academic success of all our students and by promoting democratic principles.

b. Provide the school's vision statement.

The vision of Claude Pepper Elementary School is to provide educational excellence for all through delivery of rich academic and cultural experiences and extension of the services of the school to encompass the needs of the whole individual.

2. School Environment

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

Claude Pepper Elementary School initiates a relationship with students by first gathering information about a student's background. Teachers and staff gather information in a variety of ways such as the Home Language Survey, orientation meetings, and interest inventories.

Claude Pepper Elementary School's mission is to create a caring community of learners and we strive to build relationships between teachers and students in a number of ways:

- Teachers and students foster learning by participating in academic events such as Reading Under the Stars, Family Math and Science Night, and Career Week.

- Teachers and students foster community by uniting under a school-wide theme that ties into character education, participating in EESAC, participating in Values Matter Miami, and participating in cultural events such as Hispanic Heritage and Black History Month.

- Teachers and students foster caring by organizing service events such as toy, food, and blood drives as well as fundraising for pediatric cancer.

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

Claude Pepper Elementary School creates an environment where students feel safe and respected before, during, and after school by implementing the district's Code of Student Conduct (COSC). Parents are made aware of the COSC and are asked to acknowledge receipt of this information at the beginning of the school year. The COSC promotes the development of core values and Claude Pepper Elementary School reinforces these core values through character education.

c. 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.

The Code of Student Conduct (COSC) provides model student behaviors and Claude Pepper Elementary School recognizes examples of model behavior through the SPOT Success program. Teachers review appropriate behaviors and engage in norm setting at the beginning of the year to support the COSC. The COSC also identifies behaviors in need of correction and related strategies. Claude Pepper Elementary School follows the protocols identified in the COSC, for example, parent contacts, counseling sessions, and use of the Functional Assessments of Behavior/ Behavior Intervention Plans (FAB/BIP).

Teachers review the COSC at the opening of schools faculty meeting, and students review portions of the COSC with teacher guidance.

d. 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.

Claude Pepper Elementary School strives to extend services to encompass the needs of the whole child. Identified students receive services from the counselor, social worker, and school psychologist. Identified students receive support from occupational therapists, physical therapists, audiologists, speech and language therapists, and an ASD support specialist. School security and community representatives, such as our MDPD pedestrian education specialist, provide additional support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Claude Pepper Elementary School identifies potential student failure by monitoring the following indicators:

- attendance below 90%
- one or more suspensions, whether in school or out of school
- course failure in reading or mathematics
- a Level 1 score on the statewide, standardized assessments in reading or mathematics
- retentions

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	4	2	5	3	1	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	2	3	9	9	11	17	0	0	0	0	0	0	0	51
Retention	4	3	6	2	12	15	0	0	0	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	3	5	2	11	15	0	0	0	0	0	0	0	41

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

- Identified students receive intervention five days a week for 30 minutes in reading using WonderWorks.
- Students participate in Accelerated Reader to build fluency in reading.
- Students receive differentiated supplemental instruction using iReady.
- Identified students receive remediation through differentiated instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Claude Pepper Elementary School communicates its vision and mission statements by posting them in all rooms and on the school website.

Information regarding student progress is provided through the student portal, Interim progress reports, and report cards. This information is more readily available through the Miami-Dade County Public School's app. Information is communicated to parents through the use of parent flyers, ConnectEd, and newsletters.

Positive face-to-face relationships are built through Open House, PTA meetings, parent events such as Dad's Take Your Child to School Day, Take Your Child to School Day, and use of the Parent Academy to provide various parent instructional workshops. The school strives to vary scheduling to allow for the maximum amount of parent attendance at events such as Honor Roll Assemblies, musical performances, Family Math and Science Night, and Reading Under the Stars.

2. 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.

Claude Pepper Elementary School builds partnerships with the local community by establishing relationships with local vendors and organizations, such as Ibiley School Uniform, Papa John's Pizza, Charlie's Paint & Body Shop, Miami Dade Police Department, Chuck E. Cheese's, Publix, Winn Dixie, Walgreens, BJ's Wholesale, World's Finest Chocolate, EMS Photo, Kitchen Porter Tech, Guitar Center, Sam Ash Music Store, Miami Premier Events, Domino's, The Education Fund, Donor's Choose.Org, Unicef Kid Power, The Winner's Circle Program, and Box Tops for Education

Training is held for Dade Partners, the Dade Partners coordinator, and staff on the effective use of these

partnerships and strategies for maximizing community resources.

PTA representatives also establish relationships with vendors in the community to secure resources to support the school and student achievement.

Furthermore, relationships are built with neighborhood preschools and schools in the feeder pattern to support student transition and achievement.

Community organizations such as the Boy Scouts of America also work in partnership with Claude Pepper Elementary School.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Diaz, Annette	Principal
Avila, Ivette	Teacher, K-12
Dacosta, Kelly	Teacher, K-12
Pruna, Jaimy	Teacher, K-12
Rodriguez, Joann	School Counselor
Guzman, Annette	Other
Norris, Rainey	Teacher, K-12
DelCampo, Vanessa	Teacher, K-12
Nunez, Sherry	Teacher, K-12
Garcia, Odaly	Teacher, K-12
Diaz, Laura	Teacher, K-12
Concepcion, Gabriela	Assistant Principal
Ojeda, Yiadenis	Teacher, K-12

b. Duties

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

Claude Pepper Elementary's Leadership Team consists of:

Dr. Annette M. Diaz- principal, Mrs. Maria Gabriela Concepcion- assistant principal, Mrs. Rainey Norris-reading facilitator, Mrs. Ivette Avila-science facilitator, Mrs. Kelly DaCosta-SIP chairperson, Mrs. Jaimy Pruna- mathematics facilitator, Mrs. Annette Guzman-ESOL chairperson, Mrs. Joann Rodriguez-guidance counselor, and classroom teachers serving as grade level chairpersons-Mrs. Rainey Norris, Mrs. Jaimy Pruna, Mrs. Laura Diaz, Mrs. Yiadenis Ojeda, Ms.Kelly DaCosta, Mrs. Odaly Garcia, Mrs. Vanessa DelCampo, and Mrs. Sherry Nunez.

Dr. Annette M. Diaz, principal - The principal's role is to convene and oversee the MTSS/RtI Team and oversee that all aspects and components are being carried out with fidelity.

Mrs. Maria Gabriela Concepcion, assistant principal - The assistant principal's role is to ensure all

MTSS/RTI processes are being carried out with fidelity. The assistant principal also reviews school data and conducts data chats with grade level chairpersons and classroom teachers to identify students in need of remediation and enrichment.

Mrs. Kelly Dacosta, SIP chairperson - The role of the SIP chairperson is to collaborate with the leadership team to identify the academic goal, priority barriers and strategies to implement action plan.

Ms. Rainey Norris, reading facilitator - The role of the reading facilitator is to align resources for and monitors school-wide reading initiatives while serving as a liaison between the leadership team and teachers.

Mrs. Ivette Avila, science facilitator - The role of the science facilitator is to align resources for and monitors school-wide science initiatives while serving as a liaison between the leadership team and teachers.

Mrs. Jaimy Pruna, mathematics facilitator - The role of the mathematics facilitator is to align resources for and monitors school-wide mathematics initiatives while serving as a liaison between the leadership team and teachers.

Mrs. Annette Guzman, ESOL chairperson - The role of the ESOL chairperson is to align resources for and monitors school-wide ESOL program, and provide modeling and in-class support as needed for the implementation of ESOL strategies.

Mrs. Joann Rodriguez, Guidance Counselor - The role of the guidance counselor is to oversee the RTI process, behavior intervention plans, and provide counseling support to students. The guidance counselor also oversees the Values Matters campaign.

The school-based MTSS Leadership team will meet with the principal and the EESAC to guide development of the School Improvement Plan (SIP). A SIP committee is formed to complete the SIP process. It includes the principal, assistant principal, SIP chairperson, and selected teachers. The assistant principal and curriculum facilitators will collect data pertaining to their subject areas. This information will be compiled with feedback from grade level chairs regarding the SIP in order to plan effective instructional strategies and provide professional development. The principal and assistant principal will monitor the fidelity of the delivery of instruction and intervention as outlined in the SIP.

2. 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.

The Educational Excellence School Advisory Council (EESAC) and the School Leadership Team are the two groups responsible for identifying and aligning all available resources in order to meet the needs of students and maximize desired outcomes. Technology systems such as the Integrated Student Information System (ISIS), the Assessment, Research, and Data Analysis site (ARDA), and the Powerbi dashboard allow for student data to be organized and accessed at a central point. The EESAC and School Leadership Team meet monthly. An inventory of resources is kept by the principal, and allocation of resources is discussed as applicable at meetings with the other team members. Members of the team engage in the problem-solving cycle after each ongoing progress monitoring (OPM) cycle. The EESAC involves parent and community members that facilitate securing available resources, such as volunteers or financial support, to maximize impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Annette M. Diaz	Principal
Mike Hernandez	Business/Community
Robert Vasquez	Business/Community
Veronica Parrillo	Business/Community
Jaimy Pruna	Teacher
Jennifer Arana	Teacher
Kimberly Clifford	Teacher
Jacquelyn Ordaz	Parent
Randy Pena	Parent
Evelyn Palacios	Parent
Yadilka Arambales	Education Support Employee
Laura Diaz	Teacher
Annette Guzman	Teacher
Irene Del Valle	Teacher
Nydia Medina	Parent
Cynthia Alfaro	Parent
Noe Caballero	Student
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC evaluates the progress that Claude Pepper Elementary School is making towards goals and objectives outlined on the School Improvement Plan (SIP). End of year feedback is compiled from the instructional staff regarding the implementation of the SIP for that school year, and this feedback is presented at EESAC.

b. Development of this school improvement plan

The EESAC reviews drafts of the initial School Improvement Plan (SIP) and midyear update in order to provide feedback. The EESAC monitors performance data and progress toward the implementation of the SIP monthly.

c. Preparation of the school's annual budget and plan

The EESAC is informed of the school's budget at the beginning of the year. Information is shared at each meeting regarding progress of the School Improvement Plan, and budget allocations are discussed regarding implementation of the plan. Furthermore, use of EESAC funds is discussed as a supplement to the school's budget.

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

Last year, Claude Pepper Elementary used EESAC funds to purchase the digital version of Accelerated Reader and supplemental math resources for teachers in grades 3-5. This year, Claude Pepper Elementary School projects the use of EESAC funds (\$2849) to continue funding the purchase of the digital version of Accelerated Reader.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Diaz, Annette	Principal
Vasquez, Lissette	Instructional Media
Dacosta, Kelly	Teacher, K-12
Norris, Rainey	Teacher, K-12
Guzman, Annette	Teacher, K-12
Concepcion, Gabriela	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the Literacy Leadership Team (LLT) will be to continue building family literacy in order to support reading across the content areas and reading progress in the school. This initiative will support MTSS implementation and assist in achieving expected levels of performance. This school year, the LLT will continue to provide support to teachers and families in implementing the use of several district provided digital resources in reading such as iReady, Imagine Learning, TumbleBooks, and myON Reader. The LLT will continue to support implementation of the Accelerated Reader incentive program as well as initiating two other incentive programs: one for attaining established iReady goals and Book-It. The goal of these programs is to motivate increases in at-home reading and to build reading fluency. The LLT will connect with the community to sponsor family literacy activities such as Reading Under the Stars, a library card drive, and invitations for parents to read in the classroom. Furthermore, the LLT will promote the use of Little Libraries: Take a Book-Return a Book to build community literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Claude Pepper Elementary School implements various strategies to encourage positive working relationships between teachers, such as:

- forming grade level teams
- establishing common planning time
- establishing Best Practices teams
- establishing activity related committees (Hispanic Heritage, Reading Under the Stars, etc.)
- establishing a School Advisory Council (EESAC)

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

The principal/assistant principal are responsible for recruiting and retaining highly qualified teachers. They will:

1. Place and monitor university and college interns.
2. Partner any new teachers with a MINT (Mentoring and Induction for New Teachers) mentor.
3. Provide collegial support through the use of Best Practices teams.

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

At this time, Claude Pepper Elementary School has no beginning teachers. Beginning teachers participate in Miami-Dade County Public School's Mentoring and Induction for New Teachers (MINT) Program. They are assigned a mentor teacher to provide support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

- Claude Pepper Elementary School utilizes the district provided pacing guides for effective planning. These pacing guides are aligned to Florida's standards.
- Core materials used at Claude Pepper are research-based and aligned to Florida's standards.

b. Instructional Strategies

1. 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.

Data from iReady were used to identify low performing students in grades K-5 and to form intervention groups using WonderWorks.

Data from the 2016-2017 SAT Reading Test were used to identify low performing students in grades 1, 2, and 3 and to form intervention groups using WonderWorks.

Data from the 2016-2017 FSA ELA Test were used to identify low performing students in grades 4 and 5 to form intervention groups using Wonderworks.

Teachers utilize classroom assessments to monitor students not meeting mastery and to provide differentiated instruction in teacher led groups.

Title III funds are being used to provide supplemental tutoring to identified English Language Learner (ELL) students in reading for grades 3-5.

Due to the requirements of the Florida Standards Assessments, Claude Pepper Elementary School is increasing student use of technology in order to continue building proficiency in skills required to complete computer-based testing.

2. 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: Extended School Day

Minutes added to school year: 2,100

- Students enrolled in After School Care are assigned a 30 minute weekly computer lab time where they use Miami-Dade County Public Schools research-based supplemental instruction software programs such as iReady.

Strategy Rationale

The purpose of providing an extra computer lab time is to provide supplemental instruction in reading and mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Concepcion, Gabriela, gabyconcepcion@dadeschools.net

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

The classroom teachers monitor progress through supplemental software reports. The After School Care manager assigns allotted computer lab time and monitors adherence to the scheduled time.

Strategy: Extended School Day

Minutes added to school year: 2,280

- Identified low-performing English Language Learner (ELL) students attend tutoring to remediate skills in reading.

Strategy Rationale

The purpose of providing tutoring to identified English Language Learners is to supplement reading instruction and build proficiency in the English language.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Concepcion, Gabriela, gabyconcepcion@dadeschools.net

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

- The assistant principal identifies students for ELL tutoring using baseline data, monitors their progress through Ongoing Progress Monitoring (OPM) testing, and monitors attendance rates of students.

Strategy: Extended School Day

Minutes added to school year: 480

- Teachers sign-up for monthly professional development sessions related to implementing highly effective instruction.

Strategy Rationale

The purpose of the professional development sessions is to provide a forum for teachers to discuss, model, and share effective instructional strategies and the impact they have on student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Guzman, Annette, aguzman@dadeschools.net

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

- The assistant principal and the professional development liaison perform needs assessment for professional development, schedule sessions, monitor attendance through sign-in sheets, and monitor effectiveness through follow-up activities.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Data from the Battelle Development Inventory (BDI) and the Florida Voluntary Pre-K Assessment provide information about preschool skill levels to kindergarten teachers. The Florida Kindergarten Readiness Screener (FLKRS) is used with incoming kindergartners to measure progress of fundamental early learning skills.

Claude Pepper Elementary School hosted Kindergarten Orientation on May 17th and May 24th. The staff provides parents with packets of resources, registration materials, and an overview regarding expectations, readiness, and instructional routines for beginning kindergarten.

Teachers in first through fifth grade participate in in-house articulation where information is shared about incoming students such as available test scores, participation in educational programs, academic progress, behavior, English Language Learner (ELL) status, School Support Team (SST) information, as well as background information about individual students.

Claude Pepper Elementary School employs various strategies to assist students transitioning from fifth to sixth grade. Counselors from middle schools come to Claude Pepper Elementary to host an orientation and overview of class selection. Articulation is held with middle school teachers. Students participate in a field trip to Hammocks Middle School to visit the campus and receive information. Open Houses are held at middle schools in our feeder pattern where parents receive information. Curriculum Expo sessions are held at alternative times such as evenings and Saturdays.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G096815

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	84.0
AMO Reading - All Students	83.0
AMO Reading - ED	81.0
AMO Reading - ELL	80.0
AMO Reading - SWD	65.0
AMO Reading - Hispanic	82.0
AMO Math - All Students	84.0
AMO Math - ED	82.0
AMO Math - ELL	84.0
AMO Reading - African American	80.0
AMO Reading - White	89.0
ELA/Reading Lowest 25% Gains	84.0
AMO Math - African American	84.0
AMO Math - Hispanic	84.0
AMO Math - SWD	71.0
AMO Math - White	85.0
Math Gains	64.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	66.0
CELLA Reading Proficiency	32.0
CELLA Listening/Speaking Proficiency	56.0
FSA ELA Achievement	79.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Limited resources to provide professional development opportunities and follow up support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy- Title III intervention, Promethean boards, Imagine Learning, Wonders, WonderWorks, MyOnReader, Discovery Education, NBC learn, teacher collaboration, resources provided by Division of Language Arts & Reading, Best Practices Teams, Reading facilitator, Accelerated Reader, iReady, Media Specialist, common planning time
- Math-Go Math/Think Central Resources, Reflex Mathematics, Discovery Education, common planning time, Media Specialist, Mathematics liaison, iReady
- Science-Scott Foresman Science, Gizmos, Discovery Education, NBC Learn, instructional resources from the Department of Science, common planning time, science lab materials, interactive science journals, Media Specialist, AIMS, Jefferson Lab (JLAB)
- Social Science: Florida Social Studies, Time for Kids, Discovery Education, Civics in a Snap, Media Specialist

- Technology: Promethean and Smart Boards, HP Laptops, iPads, computer labs

Plan to Monitor Progress Toward G1. 8

Monitor the effect of providing professional development on the quality of instruction through formal and informal observations.

Person Responsible

Annette Diaz

Schedule

Quarterly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Observation documentation, data disaggregation, formative and summative assessments

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. If core instruction is increased in all content areas then student achievement will improve. **1**

 G096815

G1.B3 Limited resources to provide professional development opportunities and follow up support. **2**

 B260430

G1.B3.S1 Use collaboration with colleagues to improve student learning. **4**

 S275836

Strategy Rationale

To improve quality of teaching and student learning.

Action Step 1 **5**

Form Best Practices Teams during monthly professional development sessions focusing on topics such as engagement strategies, integrating technology, improving school culture, effective use of instructional resources, and close reading.

Person Responsible

Annette Guzman

Schedule

Monthly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor collection of sign-in sheets and agendas for each session.

Person Responsible

Annette Diaz

Schedule

Monthly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor the completion of varied professional development activities through collection of agendas.

Person Responsible

Annette Diaz

Schedule

Monthly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Agendas will be collected and reviewed for completion of applicable professional development activities.

G1.B3.S2 Provide site-based professional development to selected teachers. 4

 S275837

Strategy Rationale

Teachers need additional training and resources to build rigor in classroom instruction.

Action Step 1 5

Provide training on process writing strategies from the Writing Institute to selected teachers.

Person Responsible

Gabriela Concepcion

Schedule

On 10/2/2017

Evidence of Completion

PD sign-in sheet/ Agenda

Action Step 2 5

Provide training on standards-based grading to staff.

Person Responsible

Gabriela Concepcion

Schedule

On 8/17/2017

Evidence of Completion

PD sign-in sheet/ Agenda

Action Step 3 5

Provide training on the new social studies core textbook and resources to staff.

Person Responsible

Gabriela Concepcion

Schedule

On 9/27/2017

Evidence of Completion

PD sign-in sheet/Agenda

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitor collection of sign-in sheets and agendas for each session.

Person Responsible

Annette Diaz

Schedule

Monthly, from 8/17/2017 to 10/2/2017

Evidence of Completion

PD Sign-in sheets/Agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Observation will be used to monitor classroom use of core resources, writing strategies, and effective grading.

Person Responsible

Annette Diaz

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Observational Walkthroughs

G1.B3.S3 Improve effectiveness of differentiated instruction. 4

 S275838

Strategy Rationale

Teachers need to monitor student progress towards performance indicators more frequently in order to identify specific strengths and weaknesses.

Action Step 1 5

Provide professional development on data tracking of student performance and differentiated instruction.

Person Responsible

Gabriela Concepcion

Schedule

Biweekly, from 10/11/2017 to 10/25/2017

Evidence of Completion

Collection of sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Monitor collection of sign-in sheets and agendas.

Person Responsible

Annette Diaz

Schedule

Biweekly, from 10/11/2017 to 10/25/2017

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Monitor effectiveness of performance monitoring and using data to drive instruction.

Person Responsible

Annette Diaz













Schedule

Monthly, from 10/26/2017 to 6/1/2018

Evidence of Completion

Grade level data chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S2.A2  A370804	Provide training on standards-based grading to staff.	Concepcion, Gabriela	8/17/2017	PD sign-in sheet/ Agenda	8/17/2017 one-time
G1.B3.S2.A3  A370805	Provide training on the new social studies core textbook and resources to staff.	Concepcion, Gabriela	9/27/2017	PD sign-in sheet/Agenda	9/27/2017 one-time
G1.B3.S2.MA1  M399139	Monitor collection of sign-in sheets and agendas for each session.	Diaz, Annette	8/17/2017	PD Sign-in sheets/Agendas	10/2/2017 monthly
G1.B3.S2.A1  A370803	Provide training on process writing strategies from the Writing Institute to selected teachers.	Concepcion, Gabriela	10/2/2017	PD sign-in sheet/ Agenda	10/2/2017 one-time
G1.B3.S3.MA1  M399141	Monitor collection of sign-in sheets and agendas.	Diaz, Annette	10/11/2017	Sign-in sheets and agendas	10/25/2017 biweekly
G1.B3.S3.A1  A370806	Provide professional development on data tracking of student performance and differentiated...	Concepcion, Gabriela	10/11/2017	Collection of sign-in sheets and agendas	10/25/2017 biweekly
G1.B3.S1.MA1  M399136	Monitor the completion of varied professional development activities through collection of agendas.	Diaz, Annette	9/27/2017	Agendas will be collected and reviewed for completion of applicable professional development activities.	5/23/2018 monthly
G1.B3.S1.MA1  M399137	Monitor collection of sign-in sheets and agendas for each session.	Diaz, Annette	9/27/2017	Sign-in sheets and agendas	5/23/2018 monthly
G1.B3.S1.A1  A370802	Form Best Practices Teams during monthly professional development sessions focusing on topics such...	Guzman, Annette	9/27/2017	Sign-in sheets and agendas	5/23/2018 monthly
G1.MA1  M399142	Monitor the effect of providing professional development on the quality of instruction through...	Diaz, Annette	9/18/2017	Observation documentation, data disaggregation, formative and summative assessments	6/1/2018 quarterly
G1.B3.S2.MA1  M399138	Observation will be used to monitor classroom use of core resources, writing strategies, and...	Diaz, Annette	9/18/2017	Observational Walkthroughs	6/1/2018 weekly
G1.B3.S3.MA1  M399140	Monitor effectiveness of performance monitoring and using data to drive instruction.	Diaz, Annette	10/26/2017	Grade level data chats	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B3 Limited resources to provide professional development opportunities and follow up support.

G1.B3.S1 Use collaboration with colleagues to improve student learning.

PD Opportunity 1

Form Best Practices Teams during monthly professional development sessions focusing on topics such as engagement strategies, integrating technology, improving school culture, effective use of instructional resources, and close reading.

Facilitator

Annette Guzman, Yiadenis Ojeda, Jennifer Arana, Kelly DaCosta, Odaly Garcia, Jaimy Pruna, Laura Diaz

Participants

Classroom Teachers/ Special Area Teachers

Schedule

Monthly, from 9/27/2017 to 5/23/2018

G1.B3.S2 Provide site-based professional development to selected teachers.

PD Opportunity 1

Provide training on process writing strategies from the Writing Institute to selected teachers.

Facilitator

Odaly Garcia

Participants

Classroom Teachers

Schedule

On 10/2/2017

PD Opportunity 2

Provide training on standards-based grading to staff.

Facilitator

Gabriela Concepcion

Participants

Classroom Teachers

Schedule

On 8/17/2017

PD Opportunity 3

Provide training on the new social studies core textbook and resources to staff.

Facilitator

Yiadenis Ojeda and Jennifer Arana

Participants

Classroom Teachers

Schedule

On 9/27/2017

G1.B3.S3 Improve effectiveness of differentiated instruction.

PD Opportunity 1

Provide professional development on data tracking of student performance and differentiated instruction.

Facilitator

Gabriela Concepcion and Annette Guzman

Participants

Classroom Teachers

Schedule

Biweekly, from 10/11/2017 to 10/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Form Best Practices Teams during monthly professional development sessions focusing on topics such as engagement strategies, integrating technology, improving school culture, effective use of instructional resources, and close reading.	\$0.00
2	G1.B3.S2.A1	Provide training on process writing strategies from the Writing Institute to selected teachers.	\$0.00
3	G1.B3.S2.A2	Provide training on standards-based grading to staff.	\$0.00
4	G1.B3.S2.A3	Provide training on the new social studies core textbook and resources to staff.	\$0.00
5	G1.B3.S3.A1	Provide professional development on data tracking of student performance and differentiated instruction.	\$0.00
Total:			\$0.00