

Miami-Dade County Public Schools

Claude Pepper Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	26
Budget to Support Goals	27

Claude Pepper Elementary School

14550 SW 96TH ST, Miami, FL 33186

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

Demographics

Principal: Annette Diaz M

Start Date for this Principal: 7/14/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: B (59%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	27

Claude Pepper Elementary School

14550 SW 96TH ST, Miami, FL 33186

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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 life long learning.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Diaz, Annette	Principal	Principal will serve to create a positive school culture by engaging staff, building capacity, empowering teacher leaders, and celebrating success; while increasing student achievement through the disaggregation of data, purposeful data-driven decision making and collaboration towards the implementation of effective instructional strategies, curricular resources and innovative programs.
Concepcion, Gabriela	Assistant Principal	Assistant Principal will serve to create a positive school culture by engaging staff, building capacity, empowering teacher leaders, and celebrating success; while increasing student achievement through the disaggregation of data, purposeful data-driven decision making and collaboration towards the implementation of effective instructional strategies, curricular resources and innovative programs.
Arana, Jennifer	Teacher, K-12	Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.
Colvenback, Michelle	Teacher, K-12	Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.
Diaz, Laura	Teacher, K-12	Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.
Nunez, Sherry	Teacher, PreK	Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.
Dacosta, Kelly	Teacher, K-12	Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.

Demographic Information

Principal start date

Thursday 7/14/2011, Annette Diaz M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

369

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	30	58	53	70	81	77	0	0	0	0	0	0	0	369
Attendance below 90 percent	1	6	6	3	5	7	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	2	2	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	2	10	15	18	14	14	0	0	0	0	0	0	0	73

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	73	62	73	90	81	85	0	0	0	0	0	0	0	464
Attendance below 90 percent	6	6	3	5	7	11	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	3	0	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	4	4	14	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	3	3	12	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	0	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	62%	57%	63%	62%	56%
ELA Learning Gains				69%	62%	58%	62%	62%	55%
ELA Lowest 25th Percentile				69%	58%	53%	53%	59%	48%
Math Achievement				73%	69%	63%	74%	69%	62%
Math Learning Gains				69%	66%	62%	59%	64%	59%
Math Lowest 25th Percentile				53%	55%	51%	48%	55%	47%
Science Achievement				62%	55%	53%	57%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	60%	7%	58%	9%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-67%				
05	2021					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	67%	2%	62%	7%
Cohort Comparison						
04	2021					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-69%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	53%	6%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool by grade level that was used to compile the data below was the 2020-2021 iReady Fall (AP-1), Winter (AP-2), and Spring (AP-3) diagnostic assessments for English Language Arts and Mathematics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.8	50.0	69.2
	Economically Disadvantaged	30.0	52.5	75.0
	Students With Disabilities	0	0	0
	English Language Learners	0	60.0	70.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.3	44.2	73.1
	Economically Disadvantaged	38.5	42.5	70.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	60.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.4	63.5	77.8
	Economically Disadvantaged	38.3	58.7	73.9
	Students With Disabilities	0	0	46.2
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.9	44.4	68.3
	Economically Disadvantaged	29.5	45.7	63.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.2	78.8	82.1
	Economically Disadvantaged	66.7	77.8	83.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.0	52.4	70.7
	Economically Disadvantaged	20.6	51.6	72.1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.1	61.8	60.5
	Economically Disadvantaged	41.8	56.4	61.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.3	55.3	74.3
	Economically Disadvantaged	23.6	50.9	69.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.7	56.0	59.5
	Economically Disadvantaged	40.0	52.0	59.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.7	60.8	72.5
	Economically Disadvantaged	38.0	59.2	67.4
	Students With Disabilities	0	0	55.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		43.0	
	Economically Disadvantaged		42.0	
	Students With Disabilities		20.0	
	English Language Learners		33.0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	36		31	50		33				
ELL	64	55	50	61	42	30	48				
HSP	65	58	44	60	49	44	56				
WHT	80			40							
FRL	65	49	40	59	43	40	50				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	52	64	43	56	47	45				
ELL	69	76	73	72	69	70	62				
HSP	72	67	69	72	67	50	60				
WHT	77			77							
FRL	68	66	69	70	64	55	58				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	37	38	44	50	50					
ELL	47	60	57	66	56	52	16				
HSP	63	61	53	72	58	49	58				
WHT	63	58		88	67						
FRL	62	61	50	72	58	51	53				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

The school comparison in FSA ELA for grades 3-5 shows that all areas increased as follows: overall achievement increased 9 percentage points, learning gains increased 7 percentage points, and the L25 increased 16 percentage points.

The school comparison in FSA Math for grades 3-5 shows overall achievement decreased by 1 percentage point; however, math learning gains increased by 10 percentage points, and the L25 increased by 5 percentage points.

The school comparison in FCAT Science for grade 5 increased 5 percentage points.

2021 data findings:

The school comparison in FSA ELA for grades 3-5 shows that all areas decreased as follows: overall achievement decreased 6 percentage points, learning gains decreased 11 percentage points, and L25 decreased 19 percentage points.

The school comparison in FSA Math for grades 3-5 shows the overall achievement decreased 12 percentage points, learning gains decreased 21 percentage points and L25 decreased 9 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

The school comparison in FSA Math learning gains for grades 3-5 SWD students within the L25 decreased 3 percentage points from 2018 to 2019.

2021 data findings:

The 2021 i-Ready ELA progress monitoring data shows a need for improvement in grade 4, showing a decrease in proficiency of 1 percentage point from AP2 to AP3. The 2021 i-Ready ELA progress monitoring data shows a need for improvement in grade 5, showing a minimal increase in proficiency of 4 percentage points from AP2 to AP3.

The 2021 i-Ready ELA and Mathematics progress monitoring data shows that no ELL learners achieved proficiency, indicating that we need to target those learners.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The implementation of differentiated instruction and intensive support for students in the L25, SWD and ELL population was a challenge this school year due to social distancing guidelines. Teachers struggled with collaborative planning and the sharing of best practices due to different instructional modalities. Small group instruction and effective remediation strategies will be promoted across all grade levels and classrooms in order to address learning loss. Teachers will participate in vertical planning and standards-aligned instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings:

The ELA FSA overall proficiency for students in grade 3 increased 18 percentage points in a three year period.

2021 data findings:

The 2021 i-Ready ELA progress monitoring data for students in grade 3 shows an increase of 14 percentage points from AP1 to AP3.

The 2021 i-Ready Math progress monitoring data for students in grade 4 shows an increase of 49 percentage points from AP1 to AP3.

The 2021 i-Ready Math progress monitoring data for students in grade 5 shows an increase of 29 percentage points from AP1 to AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

All teachers were trained in i-Ready Toolbox. Strategic Tier 2 and Tier 3 interventions were implemented across grade levels. After school tutoring was offered to selected students in grades 3-5.

What strategies will need to be implemented in order to accelerate learning?

Differentiated instruction, standards-aligned instruction, student-engagement and collaborative planning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the PD Needs Assessment Survey, teachers demonstrated a need for additional professional development in standards-aligned instruction, differentiated instruction and STEM integration. The School Leadership Team will plan professional development that focuses on these areas. Collaborative planning will occur weekly to incorporate the sharing of best practices, effective resource utilization, and data disaggregation to increase student achievement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

School-based professional development offerings will incorporate new and effective resources and standards-aligned instruction. Through collaborative planning sessions, teachers will be able to share best practices and receive feedback. Additionally, data review and analysis will continue to be a priority, as data chats allow for administrators and teachers to engage in continuous reflection and improvement in order to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus
Description and Rationale: Based on the 2020-2021 FSA data review, our school will implement the Targeted Element of Differentiation. We have selected the area of Differentiation based on our data findings which indicated a decrease of 6 percentage points in the ELA overall proficiency.

Measurable Outcome: If we successfully implement Differentiation, then the overall ELA proficiency will increase by a minimum of 5 percentage points as evidence by 2022 state assessments.

Monitoring: The Leadership Team will provide a differentiated instruction schedule to allow for specific student needs to be addressed. Administrators will conduct classroom walkthroughs to ensure targeted instruction is taking place; teachers will use progress monitoring to adjust student groups based on their individual needs.

Person responsible for monitoring outcome: Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will implement the evidence-based strategy of Data-Driven Instruction. This strategy relies on the teachers' use of student performance data to inform and guide instructional planning and delivery. Our intentional approach will assist teachers in identifying specific standards to target during differentiated instruction so that students will increase performance regardless of differences in ability.

Rationale for Evidence-based Strategy: Data-Driven Instruction will allow teachers to target the specific needs on individual students within their areas of weakness. In previous years, our school has shown a positive outcome while using this specific strategy, therefore we will continue to implement this educational approach using data to drive our instruction.

Action Steps to Implement

Access and analyze SIP Dashboard and 2020-2021 School Assessment Data.

Person Responsible Annette Diaz (pr0831@dadeschools.net)

The School Leadership Team will disseminate school assessment data (2020-2021 FSA ELA Reading, Mathemtaics, FCAT Science, SAT) to instructional staff members.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Teachers will discuss data during grade level meetings and create differentiated groups based on strategic instructional strategies.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Teachers will discuss and share effective resource utilization and progress monitoring tools for differentiated instruction during grade level meetings.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, laptop carts will be distributed to primary classrooms to facilitate use of iReady and other district resources for differentiation.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, teachers will implement the use of IXL presentation lessons for differentiation of language arts with small groups while remaining students use other supplemental digital resources.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Throughout the implementation period of January 31-April 29, 2022, teachers will use analysis of iReady Reading AP2 data to revise instructional groupings. This will allow teachers to use their data to drive instruction and target needs for small groups or individual students.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Throughout the implementation period of January 31-April 29, 2022, our assistant principal in coordination with the school leadership team will use analysis of iReady Reading AP2 data to revise intervention and tutoring rosters. This will ensure that students who show need are matched to the appropriate supplemental instruction.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the PD Needs Assessment Survey, our school will implement the Targeted Element of Collaborative Planning. Our data indicates that 5 percent of teachers disagreed with the statement "My school's Professional Learning Support Team (PLST) promotes a school culture of collaboration and collective responsibility for student learning" while 95 percent of teachers either agreed or strongly agreed with the statement.

Measurable Outcome: If we successfully implement Collaborative Planning, then our PD Needs Assessment Survey will show 100% of staff members feel that they agree/strongly agree with the statement: "My school's Professional Learning Support Team (PLST) promotes a school culture of collaboration and collective responsibility for student learning," showing an increase of 5 percentage points.

Monitoring: Collaborative Planning will be monitored by weekly grade-level agendas and sign-in sheets. These meetings will encompass the sharing of Best Practices, data analysis, curriculum resources and standards driven planning.

Person responsible for monitoring outcome: Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Collaborative Data chats. This strategy will be used to analyze student performance data in real time and allow for teachers to modify instruction based on current student ability. This area of focus allows for teachers to share Best Practices with one another while also receiving constructive feedback to improve student engagement and instruction.

Rationale for Evidence-based Strategy: Collaborative Data Chats will allow teachers to continuously address academic needs based on current data points. This will provide the proper support for remediation and/or enrichment of students in the classroom while allowing teachers to reflect upon and modify instructional planning and strategies.

Action Steps to Implement

Administration will provide weekly collaborative planning times for teachers.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Teachers will collaborate on instructional planning, standards aligned lessons and sharing of best practices.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Administration will review grade level meeting agendas and sign in sheets to ensure active participation.

Person Responsible Annette Diaz (pr0831@dadeschools.net)

Disaggregate iReady AP1 data to identify student needs and plan for instruction.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, teachers will share best practices for implementation of Reading Horizon resources in grade level meetings in order to maximize effective resource utilization.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, teachers will share model STEM lessons in professional development in order to improve science and mathematics instruction through collaboration.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of January 31- April 29, 2022 teachers will be given the opportunity to extend tutoring based on progress monitoring data to not only their students, but students of other teachers within their grade level and/or students from another grade level. This practice will foster a sense of collective responsibility for student success throughout the school.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of January 31- April 29, 2022 teachers will disaggregate iReady AP2 data. This will allow teachers to identify student needs and plan for instruction.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the 2020-2021 Power BI data, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the percentage of students with more than 15 absences increased by 5 percentage points from the previous year. The correlation between students with a high number of absences and those who are not meeting grade level expectations is apparent.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, the percentage of students with 15 or more absences will decrease by 7 percentage points by June 2022.

Monitoring: The school's Leadership Team will monitor student attendance while providing incentives to promote daily attendance and rewards to those who have achieved perfect attendance for each quarter. Student attendance will be monitored by classroom teachers and student services. Outreach efforts will include parent communication, teacher referrals and attendance committee meetings while providing additional resources as needed.

Person responsible for monitoring outcome: Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiative. This strategy will involve monitoring and reporting of student attendance to all stake holders while recognizing those who have earned perfect attendance awards.

Rationale for Evidence-based Strategy: Attendance Initiatives will allow for the reduction of student absences throughout the school year. The Leadership Team will be able to identify those students who exhibit excessive absences and promote consistent student attendance.

Action Steps to Implement

The school's Administration will share the school wide attendance initiatives with all staff.

Person Responsible Annette Diaz (pr0831@dadeschools.net)

Teachers will monitor student attendance and classes with perfect attendance will be recognized daily on the morning announcements.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Administrators will award students with perfect attendance for the quarter with a perfect attendance certificate.

Person Responsible Annette Diaz (pr0831@dadeschools.net)

Administrators will recognize students who have achieved perfect attendance for the quarter on the morning announcements while promoting the importance of attending school every day.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, teachers will continue to monitor student attendance, and classes with perfect attendance will be recognized daily via the morning announcements.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, administrators will monitor attendance for the second quarter perfect attendance certificate.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of January 31- April 29, 2022, teachers will continue to monitor student attendance, and classes with perfect attendance will be recognized daily via the morning announcements. Students with excessive absences will be referred for attendance committee meetings and alternative strategies such as e-referrals to the school social worker and home visits will be implemented as necessary . This monitoring will allow any issues with attendance to be addressed early before becoming excessive.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of January 31- April 29, 2022, administrators will continue to monitor attendance for the third quarter perfect attendance certificate. This will celebrate students who have good attendance and serve as a model for other students as well.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on the qualitative data from the 2020-2021 School Climate SIP Survey and the PD Needs Assessment Survey, our school will implement the Targeted Element of Leadership Development. The survey indicated that 8 percent of staff members at our school did not have the opportunity to be considered for leadership roles.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, 100 percent of teachers will feel as if they had the opportunity to be considered for leadership roles as evidenced by the 2021-2022 School Climate SIP Survey.

Monitoring: The school leadership team will provide opportunities for staff development monthly based on the identified needs of the staff and by encouraging teachers to take on various leadership roles in order to build capacity. This will be monitored by agendas, sign in sheets, and participation in various committees throughout the school year.

Person responsible for monitoring outcome: Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Shared Leadership. This strategy involves the development of leadership capacity among all stake holders with the purpose of working together to create an engaging school climate where staff members build capacity and develop necessary leadership styles towards the school's shared purpose.

Rationale for Evidence-based Strategy: Shared Leadership will promote innovative leadership and active participation to reach the school's identified instructional goals.

Action Steps to Implement

At the opening of schools faculty meeting, teachers will be surveyed in order to identify those interested in leading different committees throughout the year.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Teachers will be surveyed in order to identify those interested in leading Professional Developments and Best Practices.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Committee Leaders will meet with their committee members to organize school procedures and activities for the school year.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Administration will review committee agendas and sign in sheets to ensure active participation.

Person Responsible Annette Diaz (pr0831@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, Green Team leaders will invite colleagues to participate in the Green Team challenges in order to provide another opportunity to get involved with a committee.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of November 1, 2021 through December 17, 2021, Teacher of the Year Committee leaders will invite colleagues to participate as nominees in order to provide another opportunity to demonstrate leadership within the school.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of January 31-April 29, 2022 colleagues will be invited to participate as a presenter in our "Technology as a Tool" professional development series. This would provide another opportunity to demonstrate leadership within the school through sharing of best practices.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

During the implementation period of January 31- April 29, 2022 colleagues will be invited to participate as a presenter for the Reading Horizons Discovery program. This would provide another opportunity to demonstrate leadership and effective use of resources.

Person Responsible Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Claude Pepper Elementary School we promote the district's Values Matter campaign in order to highlight character development within students to build a positive school culture and environment. The Values Matter campaign student nominees are recognized and rewarded on a monthly basis. Teachers and staff members consistently nominate students for exemplary behaviors displayed throughout the year. Our

school regularly communicates positive behavior recognition through various methods such as the school website, social media, morning announcements as well as Connect Ed messages and email correspondence to parents. These actions contribute towards building a more positive school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in promoting a positive school culture and environment are the Administration, Counselor and Teacher Leaders. The Administration's role is to monitor character development initiatives. The school counselor will work with teachers to identify students who exhibit positive characteristics and provide rewards and incentives throughout the school year. The Teacher Leaders will assist in identifying students that display the monthly Value Matters characteristics in their classrooms.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00