



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Claude Pepper Elementary School**

14550 SW 96TH ST

Miami, FL 33186

305-386-5244

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 69%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 94%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Claude Pepper Elementary Schl

##### Principal

Annette Diaz M

##### School Advisory Council chair

Mrs. Annette Guzman

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Annette M. Diaz	Principal
Mrs. Wendy Hernandez	Assistant Principal
Mrs. Rainey Norris	Reading Facilitator
Mrs. Ivette Avila	Science Facilitator
Mrs. Kelly DaCosta	SIP Chairperson
Mrs. Joann Rodriguez	Guidance Counselor

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Claude Pepper Elementary's School Advisory Council consists of : 1 principal-AnnetteM. Diaz, 1- assistant principal (alternate for principal) - Wendy Hernandez, 1 union steward-Johanna Cabrera-Rodriguez, 6 teachers-Vivian Valentino, Lanay Jimenez, Sherri Pensler (alternate), Joann Rodriguez, Nancy Ulloa, Grace Cruz, 6 parents-Clara Janer, Amanda Sepulveda, Natalia Perez-Mon, Yojandra Perez-Rosales, Evelyn Palacios, and Katherine Nowicki (alternate), 2 educational support-Julia Cedeno, Yadilka Arambales (alternate), 3 business and community representatives-Robert Vasquez, Jorge Milian, Veronica Parillo, and 2 students-Davian Marty, Veronica Benitez (alternate).

#### Involvement of the SAC in the development of the SIP

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. From its operating budget, the EESAC will set aside funds to support the instructional strategies outlined in the SIP.

**Activities of the SAC for the upcoming school year**

The Educational Excellence School Advisory Council (EESAC) committee meets on a monthly basis to address the following topics in support of the school improvement plan: professional development, instructional materials, instructional technology, student support services, discipline and safety concerns, and resource allocation.

**Projected use of school improvement funds, including the amount allocated to each project**

Claude Pepper Elementary School projects use of \$3564 to purchase an interventionist to provide intervention for identified students.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

n/a

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Annette Diaz M**

Principal

Years as Administrator: 11

Years at Current School: 3

**Credentials**

Bachelor of Science in Communication  
 Master of Science in Educational Leadership  
 Doctorate of Education in Educational Leadership  
 Certification:  
 Occup Spec  
 MG English  
 Educational Leadership

**Performance Record**

'13 '12  
 School Grade B A  
 Reading Proficiency 69 68  
 Math Proficiency 69 66  
 Rdg. Lrg. Gains 74 74  
 Math Lrg. Gains 62 64  
 Rdg. Imp. of Lowest 25% 68 79  
 Math Imp. of Lowest 25% 45 61  
 Rdg. AMO 69 n/a  
 Math AMO 69 n/a  
 '11 '10 '09  
 School Grade A A C  
 AYP Y Y N  
 High Standards Rdg. 90 91 57  
 High Standards Math 88 86 62  
 Lrng Gains-Rdg. 83 71 58  
 Lrng Gains-Math 63 62 59  
 Gains-Rdg-25% 77 69 50  
 Gains-Math-25% 60 54 61



**Mrs. Wendy Hernandez**

Asst Principal	Years as Administrator: 13	Years at Current School: 2
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<b>Credentials</b>	Bachelor of Arts in Elementary Education Master of Science in Reading Education Certification: Elementary Education Reading ESOL Primary Education Educational Leadership
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<b>Performance Record</b>	'13 '12 School Grade B D Reading Proficiency 69 34 Math Proficiency 69 29 Rdg. Lrg. Gains 74 60 Math Lrg. Gains 62 50 Rdg. Imp. of Lowest 25% 68 64 Math Imp. of Lowest 25% 45 55 Rdg. AMO 69 n/a Math AMO 69 n/a '11 '10 '09 School Grade C A A AYP N N Y High Standards Rdg. 87 83 86 High Standards Math 85 81 79 Lrng Gains-Rdg. 73 72 65 Lrng Gains-Math 64 67 78 Gains-Rdg-25% 70 70 82 Gains-Math-25% 70 70 81
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**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

n/a

Part-time / District-based	Years as Coach:	Years at Current School:
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<b>Areas</b>	[none selected]
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<b>Credentials</b>	n/a
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<b>Performance Record</b>	n/a
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**Classroom Teachers****# of classroom teachers**

54

**# receiving effective rating or higher**

54, 100%

**# Highly Qualified Teachers**

72%

**# certified in-field**

54, 100%

**# ESOL endorsed**

46, 85%

**# reading endorsed**

4, 7%

**# with advanced degrees**

31, 57%

**# National Board Certified**

6, 11%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

4, 7%

**# with 6-14 years of experience**

24, 44%

**# with 15 or more years of experience**

26, 48%

**Education Paraprofessionals****# of paraprofessionals**

9

**# Highly Qualified**

8, 89%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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 new teachers with mentoring staff.
3. Provide collegial support through the use of professional learning communities.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

At this time, Claude Pepper Elementary School does not have any beginning teachers. If there were new teachers, they would participate in Miami-Dade County Publics School's Mentoring and Induction for New Teachers (MINT) Program. They would be assigned a mentor teacher in their grade level or discipline. New teachers would also participate in New Educator Support Team (NEST) sessions.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS Leadership team will meet monthly to monitor academic and behavior data and evaluate progress. They will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. They will use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. They will gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the problem solving process after each OPM. They will maintain communication with staff for input and feedback, as well as updating them on procedures and progress. They will provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery and resource allocation. They will assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Claude Pepper Elementary's Leadership Team consists of:

Dr. Annette M. Diaz- principal, Mrs. Wendy Hernandez- assistant principal, Mrs. Rainey Norris-reading facilitator, Mrs. Ivette Avila-science facilitator, Mrs. Kelly DaCosta-SIP chairperson, and Mrs. Joann Rodriguez-guidance counselor.

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, including the principal, assistant principal, SIP chairperson, and selected teachers. The assistant principal and curriculum facilitators will collect data pertaining to their subject areas for feedback for the SIP, development of instructional strategies, and provision of professional development. The principal and assistant principal will monitor the fidelity of the delivery of instruction and intervention as outlined in the SIP.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Leadership team will meet monthly to target identified problems using the four step problem-solving process across all three tiers and to ensure implementation of evidence-based instruction and interventions matched to specific student need(s). The MTSS Leadership team in conjunction with our professional development committee will plan and provide ongoing data-driven professional development activities that align to district, schoolwide, staff, and student goals. The MTSS Leadership team will guide development of strong, positive, and ongoing collaborative partnerships with all stakeholders and communicate outcomes with those stakeholders frequently.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Edusoft reports from baseline and interim assessments, FAIR assessments, FCAT results, and CELLA scores will be utilized to analyze student progress in reading, math, and science. This analysis will guide changes to instruction to meet the specific needs of students. Our assistant principal and school counselor will monitor the Functional Assessment of Behavior (FAB) and Behavior Intervention Plans (BIP) as well as student services referrals and suspension data.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Faculty members have been trained in the Multi-Tiered System of Supports (MTSS) model as well as the Florida Continuous Improvement Model (FCIM) problem-solving process. Teachers analyze student data for data-based problem solving in the classroom, and staff and parents who are EESAC members engage in schoolwide data-based problem solving.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,080

- Students enrolled in afterschool 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 Riverdeep and ReadingPlus.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Classroom teachers and the Afterschool Care Manager

**Strategy:** Before or After School Program

**Minutes added to school year:** 3,600

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Mrs. Wendy Hernandez

**Strategy:** Before or After School Program

**Minutes added to school year:** 540

- Teachers sign-up for monthly professional development sessions related to implementing instruction with the Common Core State Standards and new curricula.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **How is data collected and analyzed to determine the effectiveness of this strategy?**

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

### **Who is responsible for monitoring implementation of this strategy?**

Mrs. Wendy Hernandez

## **Literacy Leadership Team (LLT)**

### **Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Dr. Annette M. Diaz	Principal
Mrs. Wendy Hernandez	Assistant Principal
Mrs. Lissette Vasquez	Media Specialist
Mrs. Rainey Norris	Reading Facilitator/Fifth Grade Teacher
Mrs. Kelly DaCosta	SIP Chairperson/First Grade Teacher

### **How the school-based LLT functions**

The LLT provides a common vision for the use of data-based decision making, ensures that the school-based team implements and conducts assessment of reading skills, ensures implementation of intervention support and collection of documentation, ensures adequate professional development to support Common Core State Standards/CRRP implementation, and communicates with parents regarding school-based reading plans and activities.

The Literacy Leadership Team (LLT) at Claude Pepper Elementary School:

- oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) and Common Core State Standards
- monitors the use of instructional materials related to reading instruction
- participates in the design and delivery of professional development opportunities in reading as well as technology.
- identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies
- assists with whole school screening programs that provide early intervention services for children considered “at risk”
- assists in progress monitoring, data collection, and data analysis.

### **Major initiatives of the LLT**

The major initiative of the Literacy Leadership team will be implementation the Common Core State Standards (CCSS). This initiative will support MTSS implementation and assist in achieving expected levels of performance for Annual Measurable Objectives (AMO). This school year, the LLT will provide support to teachers in using the new core reading program from McGraw-Hill which embeds instructional routines and content to support the Common Core State Standards.

### Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

n/a

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Data from the Baelle Development Inventory (BDI), Phonological and Early Literacy Inventory (PELI), Devereaux Early Childhood Assessment (DECA), and the Florida Voluntary Pre-K Assessment provide information about preschool skill levels to kindergarten teachers. The Florida Assessments for Instruction in Reading (FAIR) are used with incoming kindergartners to measure progress of fundamental early learning skills.

Claude Pepper Elementary School hosted Kindergarten Orientation on May 15th. The staff provides parents with packets of resources, registration materials, and an overview regarding expectations, readiness, and instructional routines for beginning kindergarten.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	69%	No	74%
American Indian		0%		
Asian		0%		
Black/African American	67%	58%	Yes	70%
Hispanic	70%	68%	No	73%
White	81%	77%	No	83%
English language learners	66%	54%	No	69%
Students with disabilities	42%	37%	No	48%
Economically disadvantaged	68%	66%	No	71%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	29%	34%
Students scoring at or above Achievement Level 4	133	38%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	117	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	60	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	55	29%	36%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	76	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		0%	0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	69%	Yes	75%
American Indian		0%		
Asian		0%		
Black/African American	73%	50%	Yes	75%
Hispanic	73%	69%	Yes	75%
White	74%	77%	Yes	77%
English language learners	73%	62%	Yes	75%
Students with disabilities	52%	35%	No	57%
Economically disadvantaged	69%	67%	No	72%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	33%	38%
Students scoring at or above Achievement Level 4	123	35%	37%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		45%	51%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	22%	25%
Students scoring at or above Achievement Level 4	34	30%	31%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	314	43%	48%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	38	5%	4%
Students who are not proficient in reading by third grade	52	41%	37%
Students who receive two or more behavior referrals	85	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Claude Pepper Elementary School seeks to:

- Increase the number of parent volunteers.
- Vary times to increase parent attendance at school events.
- Monitor attendance of parents of students in the lowest quartile at school events.
- Raise awareness of parent engagement opportunities through various forms of communication.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Average number of parents in attendance at parent engagement opportunities	153	44%	49%

## Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 67% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 74% on the 2013-2014 FCAT 2.0.
- G2.** The results of the 2013-2014 FCAT 2.0 Writing Test indicate that 68% of our students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 71% on the 2013-2014 FCAT Writing Test.
- G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 69% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.
- G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 52% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 56% on the 2013-2014 FCAT 2.0 Science Test.
- G5.** Increase opportunities for students to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and the STEM mobile labs.
- G6.** Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.
- G7.** The 2012-2013 data indicate that 44% of parents attended engagement opportunities. Our goal is to increase that percentage to 49% for the 2013-2014 school year.

## Goals Detail

**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 67% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 74% on the 2013-2014 FCAT 2.0.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- McMillan-McGraw Hill's Wonders-core reading program
- SuccessMaker-research based supplemental reading instruction
- Reading Plus-research based supplemental reading instruction
- McMillan-McGraw Hill's WonderWorks Reading Intervention Program

### **Targeted Barriers to Achieving the Goal**

- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that students in the White, Hispanic, and Economically Disadvantaged subgroup did not meet their annual measurable objective. 77% of students in the White subgroup, 68% of students in the Hispanic subgroup, and 66% of students in the Economically Disadvantaged subgroup scored at achievement Level 3 or above.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that the Students with Disabilities (SWD) subgroup did not meet their annual measurable objective. 37% of students scored at achievement Level 3 or above.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that the English Language Learners (ELL) subgroup did not meet their annual measurable objective. 54% of students scored at achievement Level 3 or above.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students scored at achievement Level 3. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 38% of students scored at achievement Levels 4-5. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 74% of students made learning gains in reading. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 68% of students in the lowest 25% made learning gains in reading. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.
- Based on data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA), students need additional opportunities to speak in English as well as opportunities to acquire new vocabulary and structures.
- Based on data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA), students need additional opportunities to read in English in order to identify and analyze the elements of plot and understand the essential message.
- Based on data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA), students need additional opportunities to practice academic writing.

## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from benchmark assessments

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule:

quarterly

### Evidence of Completion:

Formative: Interim Assessment reports Summative: 2014 FCAT 2.0

**G2.** The results of the 2013-2014 FCAT 2.0 Writing Test indicate that 68% of our students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 71% on the 2013-2014 FCAT Writing Test.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Miami-Dade County Public Schools Division of Language Arts and Reading writing assessments

### Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT Writes 2.0 indicate that 68% of our students scored at Achievement Level 3.5 or above. Students need increased overall control of the quality of support and the correct use of conventions. In addition, preparation for the upcoming PARCC assessment will require students to demonstrate command of evidence using complex texts.

## Plan to Monitor Progress Toward the Goal

Administer assessments: Formative-Monthly Writing assessments, District Writing Mid-Year Test/ Summative-2014 FCAT 2.0 Writing Assessment

### Person or Persons Responsible

Classroom Teachers/Administration

### Target Dates or Schedule:

Monthly 2014 FCAT 2.0 Writing Assessment -February 2014

### Evidence of Completion:

Writing Assessment Reports Completion of 2014 FCAT 2.0 Writing Assessment

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 69% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Houghton Mifflin Go Math Series SuccessMaker Think Central

#### **Targeted Barriers to Achieving the Goal**

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that the Economically Disadvantaged (ED) subgroup did not meet annual objective. 67% of our economically disadvantaged students scored at achievement Level 3 or above.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that the Students with Disabilities (SWD) subgroup did not meet annual objective. 35% of our SWD scored at achievement Level 3 or above.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 33% of students scored at achievement Level 3. Data indicates that the area of greatest need was Number:Fractions/ Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 35% of students scored at achievement Levels 4-5. Data indicates that the area of greatest need was Number:Fractions/ Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 62% of students made learning gains in mathematics. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.
- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 45% of students in the lowest 25% made learning gains in mathematics. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

### **Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from classroom and Interim assessments

#### **Person or Persons Responsible**

MTSS/Rtl Team

#### **Target Dates or Schedule:**

Quarterly

#### **Evidence of Completion:**

Formative: classroom and Interim assessments Summative: 2014 FCAT 2.0 Mathematics Test

**G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 52% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 56% on the 2013-2014 FCAT 2.0 Science Test.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Scott Foresman Science
- Gizmos
- Discovery Education

**Targeted Barriers to Achieving the Goal**

- The data from the 2012-2013 FCAT 2.0 Science Test indicate that 22% of fifth grade students scored at Achievement Level 3. the area of greatest need was Physical Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.
- The data from the 2012-2013 FCAT 2.0 Science Test indicate that 30% of fifth grade students scored at Achievement Levels 4-5. the area of greatest need was Physical Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.

**Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from benchmark assessments

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Classroom and benchmark assessments Summative: 2013-2014 FCAT 2.0 Science Test

**G5.** Increase opportunities for students to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and the STEM mobile labs.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Miami-Dade County Public School's Science Fair Student Checklist

**Targeted Barriers to Achieving the Goal**

- Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.



## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim assessments and student projects

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule:

Yearly

### Evidence of Completion:

STEM competition

**G6.** Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Miami-Dade County Public School's Code of Student Conduct Functional Assessment of Behavior (FAB)/ Behavior Intervention Plan (BIP) Procedures Spot Success Counseling Services District and School Attendance Policies Attendance Reports WonderWorks Intervention Program Voyager Intervention Program

### Targeted Barriers to Achieving the Goal

- The number of students who miss 10% or more of available instructional time is currently at 7%. We seek to increase awareness among parents and students of the effect attendance has on academic success in order to reduce this percentage to 6%.
- The number of students who are not proficient in reading by 3rd grade is currently at 41%. We seek to build fluency in reading so students can make the shift from "learning to read" to "reading to learn" and, in doing so, reduce our percentage to 37%.
- The number of students receiving two or more behavioral referrals is currently at 11%. We seek to increase awareness among parents and students of the behavioral expectations outlined in the Code of Student Conduct in order to reduce our percentage to 10%.

## Plan to Monitor Progress Toward the Goal

Monitor referrals for attendance, referrals for behavior, and intervention reports.

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Referrals for attendance Referrals for behavior Intervention Reports

**G7.** The 2012-2013 data indicate that 44% of parents attended engagement opportunities. Our goal is to increase that percentage to 49% for the 2013-2014 school year.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- PTA E-mail tree
- Connect-Ed messaging system
- School published monthly calendars

**Targeted Barriers to Achieving the Goal**

- We are experiencing a need to increase awareness of opportunities for parents to participate in engagement opportunities.
- Parent work schedules have impeded participation in schoolwide activities.

**Plan to Monitor Progress Toward the Goal**

Compile average attendance at parent engagement opportunities throughout the year.

**Person or Persons Responsible**

SIP Chairperson/Administration

**Target Dates or Schedule:**

June 2014

**Evidence of Completion:**

Sign-In Sheets

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 67% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 74% on the 2013-2014 FCAT 2.0.

**G1.B1** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that students in the White, Hispanic, and Economically Disadvantaged subgroup did not meet their annual measurable objective. 77% of students in the White subgroup, 68% of students in the Hispanic subgroup, and 66% of students in the Economically Disadvantaged subgroup scored at achievement Level 3 or above.

**G1.B1.S1** Provide opportunities for students to receive differentiated instruction within core instruction.

### Action Step 1

Use information from the first administration of FAIR, STAR assessment, and baseline assessment to identify deficiencies. During differentiated instruction, students will receive instruction in a teacher led center to address identified deficiencies.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data binder with ongoing assessment reports: STAR, FAIR, and Benchmark Assessment Edusoft reports.

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

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

Literacy Leadership Team (LLT); MTSS/RtI Team

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Ongoing monitoring of STAR, FAIR, and Interim assessment reports.

### Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

2014 FCAT 2.0

**G1.B2** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that the Students with Disabilities (SWD) subgroup did not meet their annual measurable objective. 37% of students scored at achievement Level 3 or above.

**G1.B2.S1** Provide an opportunity for identified students to participate in supplemental instruction.

**Action Step 1**

Identify students eligible to attend Tier 2 instruction. Use Wonderworks/Successmaker for intervention.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

September 2013-May 2014

**Evidence of Completion**

Intervention roster

### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Utilizing FCIM, review students' monthly assessment reports

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

September 2013-May 2014

**Evidence of Completion**

Successmaker, STAR, FAIR, and Interim assessment reports

## Plan to Monitor Effectiveness of G1.B2.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team LLT

### Target Dates or Schedule

monthly

### Evidence of Completion

2014 FCAT 2.0

**G1.B3** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that the English Language Learners (ELL) subgroup did not meet their annual measurable objective. 54% of students scored at achievement Level 3 or above.

**G1.B3.S1** Teach students to identify themes or topics across a variety of fiction and nonfiction selections.

### Action Step 1

Use modeling, think alouds, and graphic organizers such as Venn diagrams to compare and contrast the themes, settings, and plots of stories written by the same author.

### Person or Persons Responsible

Reading Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work

### Facilitator:

Rainey Norris and Kelly DaCosta

### Participants:

Reading Teachers and Special Area Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker, STAR, FAIR, and Interim reports

### **Plan to Monitor Effectiveness of G1.B3.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

2014 FCAT 2.0 Reading Test

**G1.B4** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students scored at achievement Level 3. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

**G1.B4.S1** Teach students to interpret validity and reliability of information within and across texts.

**Action Step 1**

Teach students to use supporting facts within and across texts. Teach students to identify the relationships between two or more ideas or among other textual elements found within or across texts. Teach students to use a two-column note to list conclusions and cite supporting evidence.

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans/ Student Work

**Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

STAR, FAIR, and Interim assessment reports

## Plan to Monitor Effectiveness of G1.B4.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team LLT

### Target Dates or Schedule

monthly

### Evidence of Completion

2014 FCAT 2.0

## G1.B4.S2 Teach students to identify text structure and explain how it impacts meaning in text.

### Action Step 1

Instruct using complex text from McMillan-McGraw Hill's Wonders core reading program or exemplar texts. Familiarize students with text structures such as cause/effect, compare/contrast, and chronological order.

### Person or Persons Responsible

Reading Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans/ Student Work

### Facilitator:

Rainey Norris Kelly DaCosta

### Participants:

Reading Teachers/Special Area Teachers



### **Plan to Monitor Fidelity of Implementation of G1.B4.S2**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

STAR, FAIR, and Interim assessment reports

### **Plan to Monitor Effectiveness of G1.B4.S2**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

2014 FCAT 2.0

**G1.B5** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 38% of students scored at achievement Levels 4-5. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

**G1.B5.S1** Teach students to locate, interpret, and organize information.

**Action Step 1**

After reading a variety of real-world documents (how-to articles, brochures, fliers) students will locate, interpret, and organize information in order to publish a document independently.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker, STAR, FAIR, and Interim assessment reports

## Plan to Monitor Effectiveness of G1.B5.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team LLT

### Target Dates or Schedule

monthly

### Evidence of Completion

2014 FCAT 2.0

## G1.B5.S2 Teach students to interpret author's perspective and main idea within and across texts.

### Action Step 1

Provide opportunities for students to quote accurately from complex text when explaining what the text says and when drawing inferences from the text. Provide practice in identifying themes within and across texts.

### Person or Persons Responsible

Reading Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson plans and student work

### Facilitator:

Rainey Norris and Kelly DaCosta

### Participants:

Reading Teachers and Special Area Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B5.S2**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker, STAR, FAIR, and Interim assessment reports

### **Plan to Monitor Effectiveness of G1.B5.S2**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

2014 FCAT 2.0

**G1.B6** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 74% of students made learning gains in reading. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

**G1.B6.S1** Teach students to locate, interpret, and organize information.

**Action Step 1**

Utilize nonfiction paired selection from McMillan-McGraw Hill's Wonders core reading program and text feature charts to provide students with practice in locating, interpreting, and organizing information.

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker, STAR, FAIR, and Interim assessment reports

### Plan to Monitor Effectiveness of G1.B6.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

2014 FCAT 2.0

### G1.B6.S2 Teach students to interpret author's perspective and main idea within and across texts.

**Action Step 1**

Instruct students to cite evidence for their conclusions about author's perspective or main message using graphic organizers and complex text from McMillan-McGraw Hill's Wonders core reading program or exemplar texts.

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

### Plan to Monitor Fidelity of Implementation of G1.B6.S2

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker, STAR, FAIR, and Interim assessment reports

## Plan to Monitor Effectiveness of G1.B6.S2

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team LLT

### Target Dates or Schedule

monthly

### Evidence of Completion

2014 FCAT 2.0

**G1.B7** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 68% of students in the lowest 25% made learning gains in reading. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

**G1.B7.S1** Teach students to interpret graphical information (text features) e.g. graphics, legends, illustrations.

### Action Step 1

Implement pullout tutoring 5 times per week for targeted students in the lowest 25% making learning gains utilizing WonderWorks and Successmaker.

### Person or Persons Responsible

Selected Teachers/Interventionist

### Target Dates or Schedule

September 2013-May2014

### Evidence of Completion

Attendance rosters/ WonderWorks assessments/ Successmaker reports

### Plan to Monitor Fidelity of Implementation of G1.B7.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker/WonderWorks, STAR, FAIR, and Interim assessment reports

### Plan to Monitor Effectiveness of G1.B7.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

2014 FCAT 2.0

### G1.B7.S2 Teach students to identify themes or topics across a variety of fiction or nonfiction texts.

**Action Step 1**

Implement pullout tutoring 5 times per week for targeted students in the lowest 25% making learning gains utilizing WonderWorks and Successmaker.

**Person or Persons Responsible**

Selected Teachers/Interventionist

**Target Dates or Schedule**

September 2013-May2014

**Evidence of Completion**

Attendance rosters/ WonderWorks assessments/ Successmaker reports



### **Plan to Monitor Fidelity of Implementation of G1.B7.S2**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker/WonderWorks, STAR, FAIR, and Interim assessment reports

### **Plan to Monitor Effectiveness of G1.B7.S2**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team LLT

**Target Dates or Schedule**

monthly

**Evidence of Completion**

2014 FCAT 2.0

**G1.B8** Based on data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA), students need additional opportunities to speak in English as well as opportunities to acquire new vocabulary and structures.

**G1.B8.S1** Explicitly teach English vocabulary and sentence structures. Increase opportunities for students to engage in purposeful conversation.

**Action Step 1**

Utilize resources from the Wonders core reading program to support vocabulary and syntax such as: Grammar Transfer Charts and Visual Vocabulary Cards. Explicitly teach routines for collaborative conversations between students. Model think alouds and sample conversations for students.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work/ Observations of conversations

**Plan to Monitor Fidelity of Implementation of G1.B8.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker, STAR, FAIR and Interim assessment reports

## Plan to Monitor Effectiveness of G1.B8.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

monthly

### Evidence of Completion

2014 FCAT 2.0

**G1.B9** Based on data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA), students need additional opportunities to read in English in order to identify and analyze the elements of plot and understand the essential message.

**G1.B9.S1** Build comprehension and fluency in English.

### Action Step 1

Utilize resources from the Wonders core reading program to support fluency and comprehension such as: Interactive Comprehension and Vocabulary Activities for supplemental instruction, ELL Reproducibles for practice, and ELL leveled readers for guided reading. Discuss read-alouds with the class to enhance and expand students' understanding. Use illustrations to encourage prediction and interpretation.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work, Lesson plans, Attendance rosters for tutoring

## Action Step 2

Provide afterschool tutoring for identified low-performing ELL students.

### Person or Persons Responsible

Selected Teachers/Administration

### Target Dates or Schedule

October 2013-April 2014

### Evidence of Completion

Attendance Rosters

## Plan to Monitor Fidelity of Implementation of G1.B9.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule

monthly

### Evidence of Completion

Successmaker, STAR, FAIR, and Interim assessment reports

## Plan to Monitor Effectiveness of G1.B9.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule

monthly

### Evidence of Completion

2014 FCAT 2.0

**G1.B10** Based on data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA), students need additional opportunities to practice academic writing.

**G1.B10.S1** Scaffold writing instruction for students at different levels of proficiency.

**Action Step 1**

Use graphic organizers which allow information to be written or drawn. Use the writing process to provide differentiated instruction to students at different levels of proficiency.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B10.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Successmaker, STAR, FAIR, and Interim assessment reports

**Plan to Monitor Effectiveness of G1.B10.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

2014 FCAT 2.0

**G2.** The results of the 2013-2014 FCAT 2.0 Writing Test indicate that 68% of our students scored at Achievement Level 3.5 or above. Our goal is to increase that percentage to 71% on the 2013-2014 FCAT Writing Test.

**G2.B1** The results of the 2012-2013 FCAT Writes 2.0 indicate that 68% of our students scored at Achievement Level 3.5 or above. Students need increased overall control of the quality of support and the correct use of conventions. In addition, preparation for the upcoming PARCC assessment will require students to demonstrate command of evidence using complex texts.

**G2.B1.S1** Teach students to evaluate the draft for use of ideas and content, evidence, logical organization, voice, point of view, and word choice as well as to edit for conventions.

### **Action Step 1**

Use revision/editing checklists, rubrics, teacher conferences, and collaborative conversations with students' writing pieces in order to improve clarity and organization.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Writer's Notebook

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Utilizing the FCIM, periodically review student writing folders for evidence of students' ability to construct pieces of writing with improved clarity and organization.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Ongoing classroom observations and classroom writing samples

## Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, periodically review student writing folders for evidence of students' ability to construct pieces of writing with improved clarity and organization.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Summative: 2014 FCAT Writes 2.0

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 69% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.

**G3.B1** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that the Economically Disadvantaged (ED) subgroup did not meet annual objective. 67% of our economically disadvantaged students scored at achievement Level 3 or above.

**G3.B1.S1** Provide an opportunity for students to receive differentiated instruction within core instruction.

### Action Step 1

Use information from the baseline assessment to identify deficiencies. During differentiated instruction, students will receive instruction in a teacher led center to address identified deficiencies

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson plans and student work

**Action Step 2**

Students in grades 3-5 will participate in Reflex Math pilot to build basic math fluency in Number Sense

**Person or Persons Responsible**

Math Chairperson/ Classroom teachers

**Target Dates or Schedule**

January and February 2014

**Evidence of Completion**

Status report from Reflex Math

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

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative: ongoing classroom assessments, Interim assessments

**Plan to Monitor Effectiveness of G3.B1.S1**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Summative: 2014 FCAT 2.0 Mathematics Test



**G3.B2** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that the Students with Disabilities (SWD) subgroup did not meet annual objective. 35% of our SWD scored at achievement Level 3 or above.

**G3.B2.S1** Provide supplemental instruction to identified students.

**Action Step 1**

Identify students eligible to attend Tier 2 instruction using Successmaker.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Intervention roster

**Action Step 2**

Identify students eligible to attend Tier 2 instruction using FCAT Boot Camp materials

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Intervention Roster

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Successmaker reports, ongoing classroom and Interim assessments

## Plan to Monitor Effectiveness of G3.B2.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Summative: 2014 FCAT 2.0 Mathematics Test

**G3.B3** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 33% of students scored at achievement Level 3. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

**G3.B3.S1** Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

### Action Step 1

Use manipulatives to focus instruction on the understanding of basic multiplication facts and related division facts. Have students identify, compare, and order fractions (including fractions greater than one) and decimals using models or strategies.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work

## Action Step 2

Students in grades 3-5 will participate in Reflex Math pilot to build basic math fluency in Number Sense

### Person or Persons Responsible

Math Chairperson/ Classroom Teachers

### Target Dates or Schedule

January and February 2014

### Evidence of Completion

Status Report from Reflex Math

## Plan to Monitor Fidelity of Implementation of G3.B3.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule

monthly

### Evidence of Completion

Formative: ongoing classroom and Interim assessments

## Plan to Monitor Effectiveness of G3.B3.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Summative: 2014 FCAT 2.0 Mathematics Test

**G3.B3.S2** Build mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

**Action Step 1**

Provide multiple experiences with graphing points in the first quadrant of the coordinate plane. Have students describe three-dimensional shapes and analyze their properties. Provide opportunities for students to determine the volume and surface area of prisms.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Plan to Monitor Fidelity of Implementation of G3.B3.S2**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative: ongoing classroom and Interim assessments

**Plan to Monitor Effectiveness of G3.B3.S2**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Summative: 2014 FCAT 2.0 Mathematics Test

**G3.B4** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 35% of students scored at achievement Levels 4-5. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

**G3.B4.S1** Build mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

### **Action Step 1**

Provide opportunities for students to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations. Have students create real-world problems.

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work

#### **Facilitator:**

Emily Romano and Kelly DaCosta

#### **Participants:**

Math Teachers and Special Area Teachers

### **Action Step 2**

Students in grades 3-5 will participate in Reflex Math pilot to build basic math fluency in Number Sense

#### **Person or Persons Responsible**

Math Chairperson/ Classroom Teachers

#### **Target Dates or Schedule**

January and February 2014

#### **Evidence of Completion**

Status Report from Reflex Math

### **Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative: classroom and Interim assessments

### **Plan to Monitor Effectiveness of G3.B4.S1**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Summative: 2014 FCAT 2.0 Mathematics Test

**G3.B4.S2** Use mathematical practices of the Common Core State Standards to support mathematical fluency and problem-solving proficiency.

**Action Step 1**

Provide multiple opportunities for students to develop and explain formulas for volume. Provide opportunities for students to solve problems based on geometric properties of figures.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Facilitator:**

Emily Romano Kelly DaCosta

**Participants:**

Mathematics Teachers/ Special Area Teachers

**Plan to Monitor Fidelity of Implementation of G3.B4.S2**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative: classroom and Interim assessments

## Plan to Monitor Effectiveness of G3.B4.S2

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Summative: 2014 FCAT 2.0 Mathematics Test

**G3.B5** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 62% of students made learning gains in mathematics. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

**G3.B5.S1** Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

### Action Step 1

Teach students to relate decimals, fractions, and percents; and compare and order fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work

### Facilitator:

Emily Romano and Kelly DaCosta

### Participants:

Math Teachers and Special Area Teachers



## Action Step 2

Students in grades 3-5 will participate in Reflex Math pilot to build basic math fluency in Number Sense.

### Person or Persons Responsible

Math Chairperson/ Classroom Teachers

### Target Dates or Schedule

January and February 2014

### Evidence of Completion

Status Report from Reflex Math

## Plan to Monitor Fidelity of Implementation of G3.B5.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

monthly

### Evidence of Completion

Formative: ongoing classroom and Interim assessments

## Plan to Monitor Effectiveness of G3.B5.S1

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Summative: 2014 FCAT 2.0 Mathematics Test

**G3.B5.S2** Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

**Action Step 1**

Provide students with opportunities to determine the volume of prisms and determine the surface area of prisms given a graphic or net.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Facilitator:**

Emily Romano and Kelly DaCosta

**Participants:**

Math Teachers and Special Area Teachers

**Plan to Monitor Fidelity of Implementation of G3.B5.S2**

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative: ongoing classroom and Interim assessments

## Plan to Monitor Effectiveness of G3.B5.S2

Analyze data from all grade levels to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Summative: 2014 FCAT 2.0 Mathematics Test

**G3.B6** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 45% of students in the lowest 25% made learning gains in mathematics. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

**G3.B6.S1** Provide support to students in the lowest 25% as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

### Action Step 1

Implement pullout tutoring 2-4 times per week for targeted students utilizing Successmaker.

### Person or Persons Responsible

Selected teachers/Interventionist

### Target Dates or Schedule

September 2013-May 2014

### Evidence of Completion

Attendance rosters/ Successmaker reports

**Action Step 2**

Implement pull-out tutoring for identified students 5 times a week for 30 minutes using FCAT Boot Camp materials.

**Person or Persons Responsible**

Selected teachers/Interventionist

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Attendance rosters/Progress monitoring assessments

**Action Step 3**

Implement before school tutoring for identified students 2 times a week for 60 minutes using Florida Ready materials.

**Person or Persons Responsible**

Selected teachers

**Target Dates or Schedule**

March 2014

**Evidence of Completion**

Attendance rosters

**Plan to Monitor Fidelity of Implementation of G3.B6.S1**

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative: Successmaker and Interim assessment reports

### Plan to Monitor Effectiveness of G3.B6.S1

Utilizing FCIM, review students' monthly assessment reports to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Summative: 2014 FCAT 2.0 Mathematics Test

**G4.** The results of the 2012-2013 FCAT 2.0 Science Test indicate that 52% of our fifth grade students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 56% on the 2013-2014 FCAT 2.0 Science Test.

**G4.B1** The data from the 2012-2013 FCAT 2.0 Science Test indicate that 22% of fifth grade students scored at Achievement Level 3. the area of greatest need was Physical Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.

**G4.B1.S1** Have students identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

#### Action Step 1

Implement essential laboratories developed by MDCPS. Incorporate instructional technology resources into the classroom such as Gizmos.

#### Person or Persons Responsible

Science Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and Lesson Plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Review student work folders and interactive science journals to provide evidence of mastery.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative assessments: Ongoing classroom assessments, Interim assessments

### Plan to Monitor Effectiveness of G4.B1.S1

Review student work folders and interactive science journals to provide evidence of mastery.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

2014 FCAT 2.0 Science Test

**G4.B1.S2** Utilize J.J. Science Boot Camp materials and extended modules from the district's learning village to review and reteach Physical Science skills.

**Action Step 1**

Have students complete activities from the J.J. Science Boot Camp materials and extended modules from the district's learning village to review Physical Science skills.

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work and Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Review student work folders to provide evidence of mastery.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Classroom assessments

### **Plan to Monitor Effectiveness of G4.B1.S2**

Review student work folders to provide evidence of mastery.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

2014 FCAT 2.0 Science Test

**G4.B2** The data from the 2012-2013 FCAT 2.0 Science Test indicate that 30% of fifth grade students scored at Achievement Levels 4-5. the area of greatest need was Physical Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.

**G4.B2.S1** Increase rigor in science writing.

**Action Step 1**

Have students provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning, as delineated by Common Core Standards. Incorporate reading strategies and the usage of informational text to provide evidence in science writing, as delineated by Common Core Standards.

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work and Lesson Plans

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Review student work folders and interactive science journals to provide evidence of mastery.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Formative: Classroom and Interim assessments



### Plan to Monitor Effectiveness of G4.B2.S1

Review student work folders and interactive science journals to provide evidence of mastery.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

2014 FCAT 2.0 Science Test

### G4.B2.S2 Utilize Science Day Book with selected students for science enrichment group.

**Action Step 1**

Have students identified for a science enrichment group complete activities in the Science Day Book related to Physical Science.

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work

### Plan to Monitor Fidelity of Implementation of G4.B2.S2

Review student work folders to provide evidence of mastery.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Classroom assessments

## Plan to Monitor Effectiveness of G4.B2.S2

Review student work folders to provide evidence of mastery.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

2014 FCAT 2.0 Science Test

**G5.** Increase opportunities for students to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and the STEM mobile labs.

**G5.B1** Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

**G5.B1.S1** Provide opportunities for students to participate in STEM related activities to increase scientific thinking and inquiry.

### Action Step 1

Establish a plan and timeline for the development of student science fair projects. Utilize the district's Science Fair Student Checklist to track progress students are making towards successful completion of a science fair project. Participate in projects related to the STEM mobile lab.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Monitor project development for Elementary Science Fair and participation in STEM mobile lab.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

monthly

**Evidence of Completion**

District Interim Assessment data

### **Plan to Monitor Effectiveness of G5.B1.S1**

Monitor project development for Elementary Science Fair and participation in STEM mobile lab.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Yearly

**Evidence of Completion**

Annual Elementary Science Fair Attendance roster for STEM mobile lab

**G6.** Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

**G6.B1** The number of students who miss 10% or more of available instructional time is currently at 7%. We seek to increase awareness among parents and students of the effect attendance has on academic success in order to reduce this percentage to 6%.

**G6.B1.S1** Educate parents and students on the M-DCPS attendance policy.

**Action Step 1**

Communicate the attendance policy through: sending a home-school letter on the first day, reviewing procedures in the parent/student handbook, reviewing the attendance policy at Open House, highlighting attendance on the morning announcements, and tracking students who develop a pattern of non-attendance for conferences.

**Person or Persons Responsible**

Assistant Principal and Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Receipt of attendance letter Open House sign-in sheets Attendance referrals

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Collect signatures for review of parent/student handbook. Periodic review of attendance rates.

**Person or Persons Responsible**

MTSS/Rtl team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Signature pages Attendance reports

### Plan to Monitor Effectiveness of G6.B1.S1

Review attendance reports

#### Person or Persons Responsible

Assistant Principal

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Documented absenteeism for selected students Documented parent conferences

**G6.B2** The number of students who are not proficient in reading by 3rd grade is currently at 41%. We seek to build fluency in reading so students can make the shift from "learning to read" to "reading to learn" and, in doing so, reduce our percentage to 37%.

**G6.B2.S1** Provide incentives for students who set and reach an individualized Accelerated Reader (AR) goal in order to motivate students to build fluency.

#### Action Step 1

Monitor student progress toward AR goals in order to receive incentive.

#### Person or Persons Responsible

Classroom Teachers/ Media Specialist/ Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Accelerated Reader assessments taken and passed successfully.

### Plan to Monitor Fidelity of Implementation of G6.B2.S1

Review Accelerated Reader reports to ensure progress is being made and adjust instruction as necessary.

#### Person or Persons Responsible

Classroom Teachers/ Media Specialist/ Administration

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Accelerated Reader reports; Number of students participating in AR celebrations and activities.

## Plan to Monitor Effectiveness of G6.B2.S1

Review Accelerated Reader reports to ensure that students are actively engaged in the program and are successful.

### Person or Persons Responsible

Administration/ Media Specialist

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Accelerated Reader reports, Student AR logs, number of students participating in AR celebrations and activities.

**G6.B3** The number of students receiving two or more behavioral referrals is currently at 11%. We seek to increase awareness among parents and students of the behavioral expectations outlined in the Code of Student Conduct in order to reduce our percentage to 10%.

**G6.B3.S1** Promote positive student behavior through communicating expectations of the Code of Student Conduct and highlighting positive behavior through SPOT success.

### Action Step 1

Send written information home regarding the Code of Student Conduct and students selected as models for behavior outlined in the Code of Student Conduct.

### Person or Persons Responsible

Classroom Teachers/ Media Specialist/ Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student Code of Conduct signature forms and SPOT Success Student of the Month Recognition Ceremonies

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Collect Student Code of Conduct signature forms. Monitor scheduling of monthly Spot Success Student of the Month Recognition Ceremonies.

#### **Person or Persons Responsible**

Classroom Teachers/ Media Specialist/ Administration

#### **Target Dates or Schedule**

September 2013- Collection of Student Code of Conduct signature forms, Monthly- Spot Success

#### **Evidence of Completion**

Student Code of Conduct signature forms, Participation rosters and certificates for Spot Success

### **Plan to Monitor Effectiveness of G6.B3.S1**

Monitor referrals regarding inappropriate behavior.

#### **Person or Persons Responsible**

Administration/ Counselor

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student suspension reports

**G7.** The 2012-2013 data indicate that 44% of parents attended engagement opportunities. Our goal is to increase that percentage to 49% for the 2013-2014 school year.

**G7.B1** We are experiencing a need to increase awareness of opportunities for parents to participate in engagement opportunities.

**G7.B1.S1** Educate parents on school volunteer procedures and opportunities.

**Action Step 1**

Send home-letter outlining procedures for becoming a volunteer.

**Person or Persons Responsible**

PTA President/Administration

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Letter

**Action Step 2**

Compile an e-mail tree of possible volunteers, and use the e-mail tree to communicate volunteer opportunities throughout the school year.

**Person or Persons Responsible**

PTA Volunteer Coordinator

**Target Dates or Schedule**

September

**Evidence of Completion**

E-mail Tree



### Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor volunteer requests and clearance. Monitor e-mails sent to interested parents. Monitor placement of volunteers in engagement opportunities

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Delivery of e-mails/Sign-in sheets

### Plan to Monitor Effectiveness of G7.B1.S1

Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year. Monitor attendance of parents of students in the lowest quartile at school events.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-in sheets

### G7.B2 Parent work schedules have impeded participation in schoolwide activities.

**G7.B2.S1** Vary times of school events and communicate information about the events early to allow parents to plan in advance to attend.

**Action Step 1**

Utilize Connect-Ed messaging system to keep parents informed of school events.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Record of Connect-Ed messages

**Action Step 2**

Send home monthly calendar of events.

**Person or Persons Responsible**

Data Input Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Delivered calendars

**Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Monitor preparation of monthly calendars and track use of Connect-Ed messages.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly Calendars Connect-Ed report

**Plan to Monitor Effectiveness of G7.B2.S1**

Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.  
Monitor attendance of parents of students in the lowest quartile at school events.

**Person or Persons Responsible**

Volunteer Coordinator/Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign-In Sheets

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title III

Claude Pepper Elementary School applies for and uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement tutorial programs.

#### Title X-Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services to which they are entitled. Miami-Dade County Public Schools provides training to our school registrar on the procedures for enrolling homeless students. Our school counselor is trained on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements. Our counselor, Joann Rodriguez, is designated as Claude Pepper Elementary School's Homeless Liaison to provide further details on the rights and services of students identified as homeless and to ensure appropriate services are provided to the homeless students.

#### Nutrition Programs

Claude Pepper Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 67% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 74% on the 2013-2014 FCAT 2.0.

**G1.B3** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that the English Language Learners (ELL) subgroup did not meet their annual measurable objective. 54% of students scored at achievement Level 3 or above.

**G1.B3.S1** Teach students to identify themes or topics across a variety of fiction and nonfiction selections.

### PD Opportunity 1

Use modeling, think alouds, and graphic organizers such as Venn diagrams to compare and contrast the themes, settings, and plots of stories written by the same author.

#### Facilitator

Rainey Norris and Kelly DaCosta

#### Participants

Reading Teachers and Special Area Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work

**G1.B4** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 29% of students scored at achievement Level 3. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

**G1.B4.S2** Teach students to identify text structure and explain how it impacts meaning in text.

**PD Opportunity 1**

Instruct using complex text from McMillan-McGraw Hill's Wonders core reading program or exemplar texts. Familiarize students with text structures such as cause/effect, compare/contrast, and chronological order.

**Facilitator**

Rainey Norris Kelly DaCosta

**Participants**

Reading Teachers/Special Area Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans/ Student Work

**G1.B5** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 38% of students scored at achievement Levels 4-5. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

**G1.B5.S2** Teach students to interpret author's perspective and main idea within and across texts.

**PD Opportunity 1**

Provide opportunities for students to quote accurately from complex text when explaining what the text says and when drawing inferences from the text. Provide practice in identifying themes within and across texts.

**Facilitator**

Rainey Norris and Kelly DaCosta

**Participants**

Reading Teachers and Special Area Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans and student work

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 69% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.

**G3.B4** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 35% of students scored at achievement Levels 4-5. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

**G3.B4.S1** Build mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

### **PD Opportunity 1**

Provide opportunities for students to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations. Have students create real-world problems.

#### **Facilitator**

Emily Romano and Kelly DaCosta

#### **Participants**

Math Teachers and Special Area Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work

**G3.B4.S2** Use mathematical practices of the Common Core State Standards to support mathematical fluency and problem-solving proficiency.

### **PD Opportunity 1**

Provide multiple opportunities for students to develop and explain formulas for volume. Provide opportunities for students to solve problems based on geometric properties of figures.

#### **Facilitator**

Emily Romano Kelly DaCosta

#### **Participants**

Mathematics Teachers/ Special Area Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work

**G3.B5** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 62% of students made learning gains in mathematics. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

**G3.B5.S1** Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

**PD Opportunity 1**

Teach students to relate decimals, fractions, and percents; and compare and order fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

**Facilitator**

Emily Romano and Kelly DaCosta

**Participants**

Math Teachers and Special Area Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**G3.B5.S2** Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

**PD Opportunity 1**

Provide students with opportunities to determine the volume of prisms and determine the surface area of prisms given a graphic or net.

**Facilitator**

Emily Romano and Kelly DaCosta

**Participants**

Math Teachers and Special Area Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 67% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 74% on the 2013-2014 FCAT 2.0.	\$9,850
G3.	The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 69% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.	\$8,500
G6.	Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.	\$1,000
Total		\$19,350

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
EESAC	\$6,050	\$0	\$6,050
PTA	\$8,500	\$500	\$9,000
PTA/School Funds	\$0	\$500	\$500
Title III Grant	\$3,800	\$0	\$3,800
Total	\$18,350	\$1,000	\$19,350

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*



**G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 67% of our students scored at achievement Level 3 or above. Our goal is to increase that percentage to 74% on the 2013-2014 FCAT 2.0.

**G1.B7** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 68% of students in the lowest 25% made learning gains in reading. Data indicates that the area of greatest need was Informational Text/ Research for grades 3 and 4, and Reading Application for grade 5.

**G1.B7.S1** Teach students to interpret graphical information (text features) e.g. graphics, legends, illustrations.

**Action Step 1**

Implement pullout tutoring 5 times per week for targeted students in the lowest 25% making learning gains utilizing WonderWorks and Successmaker.

**Resource Type**

Personnel

**Resource**

Interventionist to implement supplemental instruction to identified students.

**Funding Source**

EESAC

**Amount Needed**

\$3,025

**G1.B7.S2** Teach students to identify themes or topics across a variety of fiction or nonfiction texts.

**Action Step 1**

Implement pullout tutoring 5 times per week for targeted students in the lowest 25% making learning gains utilizing WonderWorks and Successmaker.

**Resource Type**

Personnel

**Resource**

Interventionist to implement supplemental instruction to identified students.

**Funding Source**

EESAC

**Amount Needed**

\$3,025

**G1.B9** Based on data from 2013 Florida Comprehensive English Language Learning Assessment (CELLA), students need additional opportunities to read in English in order to identify and analyze the elements of plot and understand the essential message.

**G1.B9.S1** Build comprehension and fluency in English.

**Action Step 2**

Provide afterschool tutoring for identified low-performing ELL students.

**Resource Type**

Personnel

**Resource**

Tutors to provide supplemental instruction for identified low-performing ELL students.

**Funding Source**

Title III Grant

**Amount Needed**

\$3,800

**G3.** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 69% of our students scored at Achievement Level 3 or above. Our goal is to increase that percentage to 75% on the 2013-2014 FCAT 2.0.

**G3.B2** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that the Students with Disabilities (SWD) subgroup did not meet annual objective. 35% of our SWD scored at achievement Level 3 or above.

**G3.B2.S1** Provide supplemental instruction to identified students.

**Action Step 2**

Identify students eligible to attend Tier 2 instruction using FCAT Boot Camp materials

**Resource Type**

Personnel

**Resource**

Interventionist

**Funding Source**

PTA

**Amount Needed**

\$3,000

**G3.B6** The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 45% of students in the lowest 25% made learning gains in mathematics. Data indicates that the area of greatest need was Number:Fractions/Base Ten & Fractions in grades 3 and 4, and Geometry and Measurement in grade 5.

**G3.B6.S1** Provide support to students in the lowest 25% as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjust instruction appropriately to meet student needs.

**Action Step 2**

Implement pull-out tutoring for identified students 5 times a week for 30 minutes using FCAT Boot Camp materials.

**Resource Type**

Personnel

**Resource**

Interventionist

**Funding Source**

PTA

**Amount Needed**

\$3,000

**Action Step 3**

Implement before school tutoring for identified students 2 times a week for 60 minutes using Florida Ready materials.

**Resource Type**

Personnel

**Resource**

Tutors

**Funding Source**

PTA

**Amount Needed**

\$2,500

**G6.** Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to implement interventions and supports in a timely manner.

**G6.B2** The number of students who are not proficient in reading by 3rd grade is currently at 41%. We seek to build fluency in reading so students can make the shift from "learning to read" to "reading to learn" and, in doing so, reduce our percentage to 37%.

**G6.B2.S1** Provide incentives for students who set and reach an individualized Accelerated Reader (AR) goal in order to motivate students to build fluency.

**Action Step 1**

Monitor student progress toward AR goals in order to receive incentive.

**Resource Type**

Other

**Resource**

Incentives for Accelerated Reader program

**Funding Source**

PTA

**Amount Needed**

\$500

**G6.B3** The number of students receiving two or more behavioral referrals is currently at 11%. We seek to increase awareness among parents and students of the behavioral expectations outlined in the Code of Student Conduct in order to reduce our percentage to 10%.

**G6.B3.S1** Promote positive student behavior through communicating expectations of the Code of Student Conduct and highlighting positive behavior through SPOT success.

**Action Step 1**

Send written information home regarding the Code of Student Conduct and students selected as models for behavior outlined in the Code of Student Conduct.

**Resource Type**

Other

**Resource**

Incentives to support SPOT Success recognition of positive student behaviors.

**Funding Source**

PTA/School Funds

**Amount Needed**

\$500