Claude Pepper Elementary School

2022-23 Schoolwide Improvement Plan

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Claude Pepper Elementary School

14550 SW 96TH ST, Miami, FL 33186

http://claudepepper.dadeschools.net/

Demographics

Principal: Annette Diaz M

Start Date for this Principal: 7/14/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (76%) 2018-19: A (67%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Claude Pepper Elementary School is to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential.

Provide the school's vision statement.

The vision of Claude Pepper Elementary School is to foster inspired, valued, educated, and empowered students thriving in and beyond the classroom.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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

Demographic Information

Principal start date
Thursday 7/14/2011, Annette Diaz M

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
26

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school
410

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	34	51	63	58	74	80	0	0	0	0	0	0	0	360
Attendance below 90 percent	7	8	13	7	7	4	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	1	1	1	2	0	0	0	0	0	0	0	8
Course failure in Math	0	0	1	2	1	3	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	10	7	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	9	8	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	3	1	1	1	2	0	0	0	0	0	0	0	8

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	1	2	7	5	0	0	0	0	0	0	0	20

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 7/15/2022

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

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

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	62%	56%				72%	62%	57%
ELA Learning Gains	83%						69%	62%	58%
ELA Lowest 25th Percentile	58%						69%	58%	53%
Math Achievement	78%	58%	50%				73%	69%	63%
Math Learning Gains	85%						69%	66%	62%
Math Lowest 25th Percentile	77%						53%	55%	51%
Science Achievement	73%	64%	59%				62%	55%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	60%	7%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-67%				
05	2022					
	2019	65%	60%	5%	56%	9%
Cohort Comparison		-77%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	67%	2%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-69%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-79%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	59%	53%	6%	53%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	45	70	57	50	75	71	46				
ELL	75	80	53	74	82	65	61				
HSP	76	82	57	76	85	76	69				
FRL	76	83	58	75	86	77	70				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	36		31	50		33				
ELL	64	55	50	61	42	30	48				
HSP	65	58	44	60	49	44	56				
WHT	80			40							
FRL	65	49	40	59	43	40	50				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	52	64	43	56	47	45				
ELL	69	76	73	72	69	70	62				
HSP	72	67	69	72	67	50	60				
WHT	77			77							
FRL	68	66	69	70	64	55	58				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	607
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

2021 data findings: The school comparison in FSA ELA from 2019 to 2021 for grades 3-5 shows that all areas decreased as follows: overall achievement decreased 6 percentage points, learning gains decreased 7 percentage points, and L25 decreased 29 percentage points. The school comparison in FSA Math from 2019 to 2021 for grades 3-5 shows the overall achievement decreased 13 percentage points, learning gains decreased 18 percentage points and L25 decreased 3 percentage points.

2022 data findings: The school comparison in FSA ELA for grades 3-5 shows that all areas increased as follows: overall achievement increased 11 percentage points, learning gains increased 27 percentage points, and
L25 increased 18 percentage points. The school comparison in FSA Math for grades 3-5 shows the overall achievement increased 18 percentage points, learning gains increased 34 percentage points and L25 increased 27 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 FSA state assessments indicate a need for improvement in ELA grades 3-5 L25. ELA L25 increased 18 percentage points however, data still indicates that 42 percent of students did not make learning gains. Math L25 in grade 5 also shows a need for improvement as 41 percent of students did not make learning gains. Therefore, learning gains in ELA and Math demonstrate the greatest need for improvement.

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

The implementation of differentiated instruction and intensive support for students in the L25, SWD and ELL population was a challenge this school year due to social distancing guidelines in the first semester, contributing to this need for improvement. Teachers struggled with students transitioning back to the physical classroom due to different instructional modalities from the previous school year. Small group instruction and effective remediation strategies will be promoted across all grade levels and classrooms in order to address learning loss of the L25 in ELA and Math. Teachers will participate in vertical planning in order to effectively promote standards-aligned instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2021-2022 AP3 data findings: The 2021-2022 AP3 i-Ready ELA progress monitoring data for students in grade 3 shows an increase of 14 percentage points from AP1 to AP3. The 2021-2022 AP3 i-Ready Math progress monitoring data for students in grade 4 shows an increase of 49 percentage points from AP1 to AP3. The 2021-2022 AP3 i-Ready Math progress monitoring data for students in grade 5 shows an increase of 29 percentage points from AP1 to AP3.

2022 data findings: The 2022 FSA scores indicate that students in grades 3-5 demonstrated an increase from 51 to 85 percent, which is a gain of 34 percentage points in overall Math learning gains. State assessment data also shows that ELA learning gains increased a total of 27 percentage points. The 2022 Science State Assessment data also shows an increase of 16 percentage points from the previous year.

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

In 2022, teachers were trained in the new intervention resources allowing for strategic Tier 2 and Tier 3 intervention implementation across grade levels using the Horizons and Elevate resources. Before and after school tutoring was offered to selected students in grades 3-5. Additionally data analysis was a focus during common planning time and data chats.

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

Differentiated instruction, standards aligned instruction, fostering student-engagement, engaging in collaborative planning and providing extended learning opportunities will be implemented to accelerate learning.

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

Based on the PD Needs Assessment Survey, teachers demonstrated a need for continued professional development in standards-aligned instruction and differentiated instruction. The School Leadership Team will provide professional development that focuses on the new B.E.S.T. standards as well as effective best practices related to differentiated instruction. Collaborative planning will occur weekly to incorporate the effective use of newly adopted classroom resources to increase student achievement. Additionally, selected teachers will attend the monthly iCAD professional development sessions and share during grade level meetings upon completion.

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

In order to sustain continuous improvement, school-based professional development offerings will incorporate new and effective resources for the recently adopted B.E.S.T. standards. Through collaborative planning sessions, teachers will be able to share best practices and receive feedback.

Extended learning opportunities will continue to be provided to students to mitigate learning loss. Additionally, data review and analysis will continue to be a priority, as data chats allow for administrators and teachers to engage in continuous reflection and ensure sustainability of improvement in the next year and beyond.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data review, our school will implement the Targeted Element of Standards-Aligned Instruction. According to the 2021-2022 data review, although students identified as L25 making learning gains increased 18 percentage points in ELA, the data still indicates that 42 percent of students did not make learning gains in ELA. Based on this finding, our school will implement the targeted element of Standards-Aligned Instruction to address proficiency for all students identified as L25 in grades 3-5 ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of standards-aligned instruction, focusing on the new B.E.S.T. standards, the percentage of students identified as L25 achieving proficiency in grades 3-5 will increase a minimum of 10 percentage points as evidenced by the 2022-2023 state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will actively participate in collaborative planning to ensure that instructional planning focuses on the B.E.S.T. standards and that student assessment monitors student performance on mastery of standards. The school administration will oversee the data analysis and debriefing of the new FAST Progress Monitoring assessments, after each assessment period. The school administration will conduct walkthroughs to monitor standards-aligned instruction across all grade levels.
Person responsible for monitoring outcome:	Annette Diaz (pr0831@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Standards-aligned Instruction refers to teachers executing lessons based on learning targets and ensuring that all student products and teaching techniques are aligned to the intended standards. With the new B.E.S.T. standards, it is critical to monitor that all teachers are practicing standards-based instruction in order to guarantee an increase in academic performance. We will focus on this educational approach while progress monitoring student performance with fidelity.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Standards-aligned instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teachers deliberately focus on learning targets. Expectations for student learning are mapped out with each prescribed standard. As a result, students will make gains and achieve proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - Administration will ensure that in-house professional development on the new B.E.S.T. standards is offered to teachers.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - Teachers will use collaborative planning time to plan for standards-based instruction, to include small group instruction that is based on consistent progress monitoring results for students identified as L25.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - Teachers will provide quality instruction in an interactive environment within the ELA classroom, where students will work on mastery of standards, paying close attention to students identified as L25.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - Administration will review grade level meeting agendas and sign-in sheets to ensure active participation in planning for standards-based instruction.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

10/31-12/16 - Teachers will utilize F.A.S.T. PM1 and i-Ready AP1 data to analyze results and create a focus plan targeting the most deficient B.E.S.T. benchmarks.

Person Responsible	Gabriela Concepcion (gabyconcepcion@dadeschools.net)

10/31- 12/16 - Teachers will conduct data chats with students based on results from F.A.S.T. PM1 and i-Ready AP1 to share results, progress and to create individual goals.

Person Responsible	Gabriela Concepcion (gabyconcepcion@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 FSA data review, the overall proficiency in ELA increased 11% from the previous year. Additionally, 53% of 4th grade ELA L25 students achieved learning gains and 55% of 5th grade ELA L25 students achieved learning gains. Data also shows that 59% of 5th grade Math L25 students made learning gains on the 2022 state assessments. Based on the data review, our school will implement the Targeted Element of Differentiation to address the needs of the L25 students while increasing overall proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiated instruction, the number of students achieving proficiency in grades 4 and 5 identified as ELA L25 and the number of students achieving proficiency in grade 5 identified as Math L25 will increase a minimum of 5 percentage points as evidenced by the 2022-2023 state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct data chats with teachers and provide scheduled time for differentiated instruction in order to address specific student needs. Administration will conduct classroom walkthroughs to ensure differentiated instruction is being provided to students with fidelity. Teacher differentiated instructional groups will be fluid and based on current data in real time.
Person responsible for monitoring outcome:	Annette Diaz (pr0831@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Differentiation, our school will focus on the evidenced based strategy of Data Driven Instruction. The practice of Data Driven Instruction will assist teachers in targeting the specific needs of students within small group instruction. This will ensure an increase in student learning gains of the L25 in both Reading and Math.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data-Driven Instruction will allow teachers to target the specific needs on individual students within their areas of weakness. In previous years, our school has shown a positive outcome while using this specific strategy, therefore we will continue to implement this educational approach using data to drive our instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- The School Leadership Team will disseminate the 2021-2022 ELA, Math and Science school assessment data to instructional staff members.

Person Responsible
Annette Diaz (pr0831@dadeschools.net)

8/22-10/14- Teachers will hold data chats based on the 2022 FSA data and i-Ready ELA and Math AP3 data with students. The results will be debriefed and discussed in detail with each student. Teachers will encourage goal setting with students and an educational plan will be made in an effort to close individual achievement gaps.

Person Responsible
Annette Diaz (pr0831@dadeschools.net)

8/22-10/14- Teachers will begin utilizing ELA bi-weekly progress monitoring assessments and Math Topic assessments, as well as the the new progress monitoring assessment, FAST, to analyze students' strengths and weaknesses.

Person Responsible
Annette Diaz (pr0831@dadeschools.net)

8/22-10/14- Administration will ensure that in-house professional development on the implementation of fluid differentiated instruction is offered to teachers by select teacher leaders.

Person Responsible
Annette Diaz (pr0831@dadeschools.net)

10/31- 12/16 - Teachers will continue to utilize the Reading Horizons Discovery and Elevate programs as a progress monitoring tool within the intervention block.

Person Responsible
Gabriela Concepcion (gabyconcepcion@dadeschools.net)

10/31-12/16 - Based on AP1 results, identify students and adjust intervention groups to address deficiencies within the diagnostic domains in correlation with the ELA B.E.S.T. standards.

Person Responsible
Gabriela Concepcion (gabyconcepcion@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-2022 School Climate Survey, 88% of teachers indicated that their ideas were listened to and considered. Although this is an increase from the 2020-2021 School Climate Survey where 70% of teachers indicated that their ideas were listened to and considered, we would like to see this percentage continue to increase, as this collective agreement amongst teachers will create a team of leaders that are involved in shared decision making for the overall success of the school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement the targeted element of Leadership Development, then the percentage of teachers indicating that their ideas are listened to and considered will increase 5 percentage points on the 2022-2023 School Climate Survey, resulting in a tangible increase of teacher-led opportunities throughout the school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school's Leadership Team will monitor teacher engagement in leadership opportunities and discuss ways to further engage teacher leaders. Our efforts will focus on allowing teachers to contribute to school-wide decisions, lead specific professional development sessions and participate at the forefront of school committees, to include the School's Leadership Team, Literacy Leadership Committee and the STEM Integration Committee.
Person responsible for monitoring outcome:	Annette Diaz (pr0831@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the targeted element of Leadership Development, our school will focus on the evidence-based strategy of shared leadership. As a result, the School Leadership Team will work together to ensure that support is provided to teacher leaders so that they may be successful in leading others, increasing collegiality and shared decision making.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Shared Leadership allows for teacher leaders to increase participation and buy-in to the school's mission and vision. Building capacity leads to a more engaging school community where teachers develop a personal stake, work towards a shared purpose, and contribute positively to the overall success of the school community.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

8/22-10/14 - The school's administration will hold an open forum that allows for teachers to join and lead school committees.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - The school's administration will participate in and monitor monthly committee meetings.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - The school's administration will recognize teacher leaders at the monthly faculty meetings, by highlighting their contributions to the overall success of the school and student achievement.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - Each month, selected teacher leaders will be highlighted on the school's social media account noting their contribution as leaders within the school community.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

10/31-12/16 - Selected teacher leaders will be able to present professional developments gearing towards the STEM Integration process across all grade levels.

Person Responsible	Gabriela Concepcion (gabyconcepcion@dadeschools.net)

10/31-12/16 - Teacher leaders will participate in monthly subject specific District iCads professional developments obtaining information that will be shared with instructional staff.

Person Responsible	Gabriela Concepcion (gabyconcepcion@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 school climate survey results, 40% of the staff agreed that staff morale is high. During the 2020-2021 school year, 41% of the staff felt morale was high at our school. This shows a decrease of 1%. We feel that teachers make up the largest part of the school and spend the most time with students. Research suggests that poor teacher morale can negatively affect student achievement and performance, while high teacher morale can boost student performance and contributes to an overall positive school climate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully create a wide variety of opportunities for our staff to participate in team bonding activities, empowering teachers and staff and celebrating success, then the percentage of staff indicating that morale is high will increase by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school's leadership team will be responsible for prompting each grade level for the name of a staff member that should be recognized for his/her efforts in ensuring student success. The names will be shared with the Leadership Team in Leadership meetings.
Person responsible for monitoring outcome:	Annette Diaz (pr0831@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of staff morale, our school will focus on the evidence based strategy of celebrating success. When staff and student accomplishments are recognized, these achievements are publicly celebrated throughout the school community, allowing for encouragement from all stakeholders and overall improvement of staff morale.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	Increasing staff morale will create a more nurturing educational environment. This will contribute to a positive school culture, directly correlating with staff buy-in, student engagement, and the overall success of the school community.

selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - During monthly faculty meetings, teachers will be recognized for going above and beyond, employing best practices, or celebrating their students' achievement as a way of promoting school morale.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - Staff will be treated to tokens of appreciation on a monthly basis.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - A "Shout Out" board will be displayed in the school's main office where all staff members can post positive "Shout Out" messages about other staff members for doing something great. At faculty meetings, some of the messages will be shared with the staff. Staff members will be challenged to "shout out" a new person on a monthly basis.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

8/22-10/14 - During faculty meetings, the Leadership Team will recognize and celebrate monthly staff birthdays.

Person Responsible	Annette Diaz (pr0831@dadeschools.net)

10/31-12/16 - Administration will participate in recognizing and rewarding teachers for their dedication to student academic success by delivering morning treats to classrooms.

Person Responsible	Gabriela Concepcion (gabyconcepcion@dadeschools.net)

10/31-12/16 - Administration will support teacher needs by providing them with necessary school materials for the classrooms.

Person Responsible	Gabriela Concepcion (gabyconcepcion@dadeschools.net)

Positive Culture & Environment

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

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

At Claude Pepper Elementary School we celebrate the success of our students and staff by recognizing their accomplishments to the entire school community. Similarly, we promote the district's Values Matter campaign in order to highlight character development amongst students. Teachers and staff members consistently nominate students for exemplary behaviors displayed throughout the school year. The school's leadership team regularly communicates the success of our students and staff through various methods of communication, such as the school website, social media, morning announcements, School Messenger and e-mail correspondence. These collective efforts contribute towards building a more positive school culture and environment.

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

The stakeholders involved in promoting a positive school culture and environment are the school's administration, leadership team and the student services team. The administration's role is to monitor the celebration of success and the initiatives related to character development. The school's leadership, made up of teacher leaders, will assist in identifying students and staff that should be recognized for their success. The school's student services team will identify students that display the monthly characteristics highlighted through the Values Matters campaign, while providing rewards and incentives. Collectively, this will promote a positive school culture and environment throughout the school year.