

Miami-Dade County Public Schools

Claude Pepper Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Claude Pepper Elementary School

14550 SW 96TH ST, Miami, FL 33186

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Diaz, Annette	Principal	Principal will serve to create a positive school culture by engaging staff, building capacity, empowering teacher leaders, and celebrating success; while increasing student achievement through the disaggregation of data, purposeful data-driven decision making and collaboration towards the implementation of effective instructional strategies, curricular resources and innovative programs
	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.
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.
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.
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.
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.
Garcia, Odaly	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

By building relationships with stakeholders through open communication, establishing clear goals for school climate, school safety and student learning outcomes, our school leadership team obtains continuous feedback to be used in the SIP development process. Information obtained from both the School Climate Survey and the Professional Needs Assessment Survey allows the school to be inclusive of its stakeholders while identifying priorities and objectives in the development of the SIP. Moreover, the use of data and progress monitoring serves as a continues source for the development of action steps and reflections throughout the school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Through data analysis, progress monitoring, standards-based collaborative planning and classroom walkthroughs, the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students. Differentiated instruction and rigorous intervention will aim to minimize the achievement gap, particularly for those students with the greatest need. Additionally, the effectiveness of the SIP will be reviewed monthly at collaborative planning meetings with teachers and at faculty meetings by the school's leadership team. By continuously measuring and evaluating results of student data points, such as FAST progress monitoring and i-Ready diagnostics, the school leadership team will collaborate with stakeholders to revise the SIP and the identified action steps as needed throughout the school year.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	79%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP)

(subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students (FRL)
<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	11	4	4	6	7	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	3	4	3	1	0	0	0	0	11
Course failure in Math	0	3	0	7	6	3	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	17	19	11	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	11	21	13	0	0	0	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	19	24	21	30	17	0	0	0	130

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	4	13	16	9	0	0	0	49

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	4	3	6	1	0	0	0	0	20
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	8	13	7	7	4	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	1	1	1	2	0	0	0	8
Course failure in Math	0	0	1	2	1	3	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	2	10	7	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	2	9	8	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	1	1	1	2	0	0	0	8

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	8	13	7	7	4	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	1	1	1	2	0	0	0	8
Course failure in Math	0	0	1	2	1	3	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	2	10	7	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	2	9	8	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	1	1	1	2	0	0	0	8

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	65	60	53	77	62	56	66		
ELA Learning Gains				83			56		
ELA Lowest 25th Percentile				58			40		
Math Achievement*	67	66	59	78	58	50	60		
Math Learning Gains				85			51		
Math Lowest 25th Percentile				77			50		
Science Achievement*	72	58	54	73	64	59	57		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	64	63	59	76			79		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	607
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	64			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	66			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	60			
ELL	71			
AMI				
ASN				
BLK				
HSP	75			
MUL				
PAC				
WHT				
FRL	75			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	65			67			72					64
SWD	29			33			20				5	53
ELL	60			66			70				5	64
AMI												
ASN												
BLK												
HSP	65			67			74				5	64
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	64			66			69				5	65

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	77	83	58	78	85	77	73					76
SWD	45	70	57	50	75	71	46					64
ELL	75	80	53	74	82	65	61					76
AMI												
ASN												
BLK												
HSP	76	82	57	76	85	76	69					76
MUL												
PAC												
WHT												
FRL	76	83	58	75	86	77	70					73

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	66	56	40	60	51	50	57					79
SWD	38	36		31	50		33					62
ELL	64	55	50	61	42	30	48					79
AMI												
ASN												
BLK												
HSP	65	58	44	60	49	44	56					79
MUL												
PAC												
WHT	80			40								
FRL	65	49	40	59	43	40	50					79

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	72%	56%	16%	54%	18%
04	2023 - Spring	51%	58%	-7%	58%	-7%
03	2023 - Spring	50%	52%	-2%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	63%	4%	59%	8%
04	2023 - Spring	52%	64%	-12%	61%	-9%
05	2023 - Spring	71%	58%	13%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	50%	15%	51%	14%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

Data demonstrates that students in grades 3-5 showed the lowest performance on the FAST ELA PM3 with an overall proficiency of 68 percent. Contributing factors include an increase in the number of transient students from charter schools and an influx of students from out of state/country. English Language Learners (ELL) who have been here for less than two years often face language barriers that impact their ability to perform well on ELA assessments, resulting in lower scores. Additionally, resources were received throughout the school year, making the fidelity of implementation difficult and challenging for teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Data demonstrates that students in grades 3-5 showed the greatest decline in the percentage of proficiency in Reading. ELA Proficiency in grades 3-5 was 68 percent for the 2022-2023 school year, a decline of 9 percentage points from the previous school year. Learning loss over multiple academic years in combination with online learning for an extended period of time has contributed to the decline in scores. The lack of consistent differentiated instruction and hands-on collaborative learning could affect student engagement and overall learning outcomes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average, fourth grade students showed the greatest gap in both reading and mathematics. The percentage of students proficient in reading in fourth grade was 7 percentage points below the state average of 58 percent, while the percentage of students proficient in math in fourth grade was 11 percentage points below the state average of 61 percent. Overall lack of language acquisition and reading comprehension were contributing factors, as evidenced by the increased number of English Language Learners (ELL) who have been here for less than two years. This language barrier has impacted their ability to perform well on ELA assessments, resulting in lower scores.

Which data component showed the most improvement? What new actions did your school take in this area?

When compared to the state average, fifth grade students showed the most improvement. 72 percent of students were proficient in Reading and 71 percent of students were proficient in math. Fifth grade teachers incorporated supplemental online resources and progress monitoring tools consistently, while planning collaboratively. This facilitated the disaggregation of progress monitoring data to identify specific weaknesses and gaps in students' skills. In turn, this was utilized to plan for small group instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflection on EWS data, one potential area of concern is the number of students absent 10 percent or more days. Based on the data 13 percent of students had excessive absences for the 2022-2023 school year, compared to 11 percent of students the previous school year. The lack of consistent attendance in school impedes student learning.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Aligning differentiated instruction to the standards and the rigor of the B.E.S.T standards is a priority, as well as, a more comprehensive approach towards the utilization of supplemental resources across grade levels. Focusing on high-frequency words and vocabulary development in the primary grades is also a priority this school year. Students are lacking strong foundational skills when entering third grade. Improving student attendance is and will always continue to be a priority for school improvement, while engaging parents and guardians. Consistent communication will help improve relationships while building a support network for our families.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 F.A.S.T. PM3 data, 51% of 4th grade students were proficient in ELA as compared to the district average of 58%. Based on the data and the identified contributing factors of: newly adopted ELA standards, influx of ELL students, and student attendance, student readiness levels limit the ability to master grade level tasks, as a result we will implement the targeted element of Differentiation.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the targeted element of Differentiation, 54% of 4th grade students will achieve proficiency, showing an increase of 3 percentage points, as evidenced by the 2023-2024 F.A.S.T. PM3 state assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will provide scheduled time for differentiated instruction in order to target specific student needs. Administration will also conduct data chats with teachers and conduct classroom walkthroughs to ensure differentiated instruction is being provided to students with fidelity. Teacher differentiated instructional groups will be monitored and adjusted according to current progress monitoring data.

Person responsible for monitoring outcome:

Annette Diaz (pr0831@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Differentiation, our school will focus on the evidence based intervention of Ongoing Progress Monitoring. The implementation of Ongoing Progress Monitoring will assist teachers in maintaining fluid differentional instruction groups using real time data. This will ensure an increase in the number of proficient students within 4th grade ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring will allow for students to participate in individualized instructional groups focusing on their targeted weaknesses. In previous years, progress monitoring has shown academic improvements for the students in our school, therefore we will continue to implement ongoing progress monitoring.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The School Leadership Team will disseminate the 2022-2023 state assessment data to instructional staff members. As a result, teachers will be able to disaggregate their individual class data to create differentiated instructional groups.

Person Responsible: Annette Diaz (pr0831@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Teachers will hold data chats based on 2023 F.A.S.T. PM1 data and i-Ready AP1 data with students. As a result, teachers will work with students to create individualized goal settings to close achievement gaps.

Person Responsible: Annette Diaz (pr0831@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Teachers will use collaborative planning to plan for standards-based instruction focusing on differentiated instruction that is based on progress monitoring results from F.A.S.T. PM1 and i-ready AP1. As a result, teachers will be able to modify current differentiated instructional groups based on current progress monitoring data.

Person Responsible: Annette Diaz (pr0831@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 i-Ready AP2 results, 41% of students in the primary grades were working on grade level within the vocabulary domain. Based on the data and identified contributing factors of influx of ELL students, and student attendance, student readiness levels limit the ability to master grade level tasks, we will implement the target element of ELA instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of explicit academic vocabulary instruction, 50% of students in the primary grades will be working on grade level as evidence by the 2024 i-Ready AP2 data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will participate in collaborative planning to share best practices of academic vocabulary instruction integration within the classroom. Administration will conduct classroom walkthroughs to ensure rigorous vocabulary instruction is being provided to students in grades K-2 with fidelity.

Person responsible for monitoring outcome:

Annette Diaz (pr0831@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Primary grades lay the foundation to academic success in ELA. Explicit academic vocabulary instruction is vital for reading comprehension and understanding complex text. Learning new words helps students to think critically, analyze text, and make connections across curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ELA instruction equips students with the language and literacy skills necessary to build reading comprehension of a variety of texts. Focusing on strategic and consistent standards based instruction in ELA will allow for teachers to assist students in closing the achievement gap while increasing rigor. In previous years, explicit instruction that includes direct explanation, teacher modeling ('think aloud'), guided practice, and application has shown academic improvements for the students in our school, therefore we will continue to implement ELA instruction in this manner.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Based on disaggregation of the 2023-2024 i-Ready AP1 data by domain, teachers will target the lowest domain of vocabulary. As a result, teachers will provide explicit instruction of the ELA B.E.S.T. vocabulary standards to students while maintaining rigor.

Person Responsible: Laura Diaz (vanvossen@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Teachers and administrators will participate in vertical planning meetings to carefully examine how standards, curriculum, assessment, and instruction align across grade levels. As a result, teachers will be able to build upon previously learned vocabulary skills to provide a more effective plan in closing student learning gaps within the vocabulary domain while building students' academic vocabulary.

Person Responsible: Laura Diaz (vanvossen@dadeschools.net)

By When: August 14, 2023 - September 29, 2023.

Teachers will build academic vocabulary by creating a display of words incorporating use of high-frequency words, content-based words, and/or vocabulary. As a result, students will be able to build their word knowledge through the continuous use of newly acquired words leading to an increase in reading comprehension and fluency.

Person Responsible: Danelle Diaz (danellediaz@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 school climate survey results, 57% of staff member agreed that our school has high staff morale. Although this is an increase from the 40% showed in the 2021-2022 School Climate Survey, we would like to see this percentage continue to increase. Based on the data and identified contributing factor of high demands of the profession, we will implement the targeted element of Staff Morale.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Staff Morale within the school, then the percentage of staff indicating that staff morale is high will increase by 10% as evidence by the 2023-2024 School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school's Leadership Team will be responsible for encouraging staff members to recognize colleagues for his/her efforts in ensuring student success. Staff will be responsible for adding acknowledgments to the staff shout out board.

Person responsible for monitoring outcome:

Annette Diaz (pr0831@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Staff Morale, our school will focus on Team Building Activities. By promoting Team Building in our school, we contribute to promoting a positive school culture. When team building takes place, staff members create a sense of community that will benefit both teachers and students leading to student academic success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Team Building supports the school, as a whole, by allowing staff members to work together, share best practices, and learn from one another. Team Building activities can increase the well-being of teachers within the school by providing an opportunity to build strong professional relationships which can result in overall job satisfaction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Staff will be able to write positive acknowledgments for colleagues using a Shout-Out board. As a result, staff members will feel a sense of appreciation and recognition within the work place.

Person Responsible: Michelle Colvenback (mcolvenback@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

During monthly faculty meetings, staff members will celebrate those who have a birthday within that month. As a result, our staff members will be able to foster a sense of community.

Person Responsible: Danelle Diaz (danellediaz@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Administration will recognize and reward teachers for their dedication to student success by providing monthly treats. As a result, teachers will feel encouraged to continue working to further close student achievement gaps while celebrating student success.

Person Responsible: Annette Diaz (pr0831@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Culture Survey, 48% of teachers feel there is a lack of concern/support from parents. This is an increase from the 2021-2022 School Culture Survey of 8%. Based on the data and identified contributing factors of influx on new students, we will implement the targeted element of Parent Involvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the Targeted Element of Parent Involvement, the percentage of teachers who feel there is a lack of concern/support from parents will decrease by 10% as evidenced by the 2023-2024 School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school Leadership Team will monitor parent involvement within the school and continuously discuss ways to further connect with our students' families. Our efforts to increase parent involvement will lead to student motivation contributing to positive academic progress.

Person responsible for monitoring outcome:

Annette Diaz (pr0831@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the Targeted Element of Parent Engagement, our school will focus on Family Engagement. Collaboration and active parent involvement is important to foster and support the learning journey of students within the elementary years.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing parent involvement in our school will encourage parents to support their child's educational career while promoting partnerships between school and home. Social and emotional development can also be improved with family engagement, and a greater awareness of available resources, leading to an increase in student academic success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will host a Meet and Greet session prior to the first day of school. As a result, students and families will get the opportunity to meet their teacher and familiarize themselves with their classroom environment.

Person Responsible: Annette Diaz (pr0831@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Fifth grade will promote their family STEM Night encouraging families to collaborate with their child while working through an engineering process. As a result, fifth grade students will have the opportunity to showcase their understanding of the STEM process while involving parents as stakeholders.

Person Responsible: Michelle Colvenback (mcolvenback@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

The Leadership Team will hold a Parent Academy Workshop to connect with families regarding parent resources. As a result, we will increase parental involvement and engagement within our school.

Person Responsible: Jennifer Arana (jarana@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

While Claude Pepper's School Improvement Plan (SIP) is made publicly available online, the SIP is presented in various ways. The SIP is presented and discussed at each EESAC meeting which includes parents, students, teachers, and community representatives. The school provides translated material regarding the SIP and updates in languages spoken by diverse families. The SIP is also shared with the staff at monthly faculty meetings. The SIP mid-year and end-of-year reflection feedback is completed in collaboration with the school leadership team through grade level meetings that include all instructional staff. This discussion among stakeholders centers around what action steps are ongoing, what events are upcoming, and the use of funding. Lastly we downloadable SIP documents and updates for parents who visit the main office are readily available.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Claude Pepper Elementary School plans to build positive relationships with parents and families through school events such as Meet and Greets, Open House, Reading Under the Stars and STEM Showcases for families. These events provide an opportunity for parents to meet teachers and administrators, learn about the school's curriculum and policies, and learn about the various ways they can become involved in their child's education. The school offers various volunteer opportunities in order to involve parents and enhance the overall educational experience. Parents can participate in school clubs, committees, and events, fostering a sense of community and shared responsibility. The school actively seeks partnerships with local businesses, organizations, and community leaders. By involving these stakeholders, the school enhances its resources and provides students with opportunities beyond the classroom, connecting their experience to the real world. The needs of students are supported through parent contact by teachers as well as academic and emotional support from the MTSS team. Teachers schedule regular parent-teacher conferences to discuss each student's academic and behavioral progress, strengths, and areas for improvement. Parents are kept informed of their child's progress regularly through progress reports, report cards, and communication of assessment data. Parents are offered learning opportunities on a variety of topics through the Parent Academy. This collaborative effort supports the needs of students and ensures that parents are well-informed and engaged in their child's educational journey at our school. Our school web page is: <https://claupepper.wixsite.com/claupepper>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Claude Pepper Elementary School plans to strengthen the academic program in the school by increasing the amount and quality of learning time. One way this is done is by providing additional learning time through a Before-School tutoring opportunity and an After-School tutoring opportunity. These extended learning opportunities will focus on identified students showing the greatest need in mathematics and reading, as outlined in the School Improvement Process. These additional opportunities will also target English Language Learners demonstrating need. The school's interventionist will also be used to supplement instructional learning for identified students. By incorporating educational technology tools and resources that promote interactive learning, such as educational apps and virtual field trips, we can utilize digital platforms to provide students with access to supplemental reading materials and online math resources. Creating a schedule that identifies intervention and differentiated instructional blocks builds a collective approach where all teachers prioritize the importance of providing targeted interventions and small group instruction. These opportunities are related to the SIP Area of Focus: Instructional Practice Related to Differentiation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In order to supplement and support our school improvement plan, Claude Pepper Elementary Schools participates in the following programs:

- Healthy Schools promotes nutrition and fitness to enrich student's overall health and wellness.
- Integration of EVERFI as a community partner also focuses on enriching student education with regard to nutrition and fitness through their digital application.

- Promotion of information for students with unstable housing through Project Up-Start to help ensure their successful academic achievement.
- Title III tutoring provides strategies to parents of English Language Learners to support academic success.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Claude Pepper Elementary School prioritizes the social, emotional and mental well-being of our students in a variety of ways. Our school counselor provides individual and group counseling sessions to students. Our counselor also delivers a four week series of classroom lessons regarding bullying. The school collaborates with mental health professionals to offer on-site mental health services. This can include the psychologist, the mental health coordinator, and the social worker who can coordinate and provide a variety of supports for students and families, such as:

- Risk assessment and intervention, diagnoses, and treatment plans for students with more complex mental health needs
- Parent-school-community agency collaboration and consultation
- Access to the Mental Health Services Parent/Student Assistance phone line
- Access to the "Navigating Mental Wellness" flyer with information and contact information for a variety of resources.

In addition, specifically for students with specific learning needs, the school offers specialized support services such as speech therapy, occupational therapy, and learning assistance. These services cater to students with disabilities or learning differences, aiming to help them overcome challenges and succeed academically and socially.

These coordinated supports ensure that all students in need are provided services and support in a timely manner while contributing to the social, emotional and personal development needs of our students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school-wide approach aims to provide targeted tier interventions to ensure that all students receive appropriate support and that students with disabilities are identified and served in accordance with IDEA guidelines. In collaboration with our student services department, teachers will participate in the MTSS process for students in order to provide a continuum of support for all students, focusing on the prevention and early intervention of problem behavior through a 3-tier approach to include universal support, targeted interventions and intensive interventions. Regular student support team meetings can help monitor student progress, share strategies, and make data-driven decisions. Teachers implement a classroom behavior plan and behavioral interventions follows the Code of Student Conduct. Referral SCMs are completed for discipline or attendance issues. Request for Assistance (RFA) forms are filled

out and submitted to the counselor for students who are in need of additional academic assistance. Teachers receive a list of previously retained students in order to ensure that these students receive appropriate support to make gains. This collaboration between teachers, student services personnel and administrators, allows for targeted interventions, and the identification of special education services to create a supportive and inclusive environment for all students'.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Stakeholders participate in professional development days focusing on effective standards-based instruction and instructional design to include an array of topics such as: differentiation, project-based learning, technology integration and the use of assessment techniques, such as formative and summative assessments. Grade levels participate in data chats after each cycle of progress monitoring assessments to build data literacy and ensure data-driven decision-making is a continuous practice that tailors instruction based on student performance. Additionally, helping students understand assessment outcomes and learner goals through student data chats allows for students to reflect on their own progress. In order to recruit and retain effective teachers, Claude Pepper Elementary School provides opportunities for quality professional development that is standards-based and innovative, ensuring teachers have the operational skills they need to provide excellent instruction, partnering new teachers with mentor teachers, and striving to increase collegiality and to improve the work environment. Moreover, we strive to provide opportunities for advancement through leadership roles and professional development facilitation, while increasing growth and reducing attrition. These efforts help us to attract and retain effective educators, especially in areas that face higher demand and challenges.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Claude Pepper Elementary School preschool teachers engage in "Moving On" a theme during the last four weeks of school which centers on preparing preschool students for the upcoming Kindergarten year. This includes a walkthrough visit of a Kindergarten classroom. Claude Pepper Elementary School encourages all students to visit their classroom before the school year in a Meet and Greet. Tip sheets are given to parents that share successful strategies for kindergarten, to include the importance of social and emotional learning, parental involvement, and communication. Training for parents in a variety of topics that are pertinent to their child's early learning is provided through Parent Academy. The school also participates in Transition to Kindergarten annually, allowing future parents to visit the school, meet our teachers and learn about their child's transition to kindergarten. By implementing these strategies, we can help ease the transition for preschool children, ensuring a positive and successful start to their elementary school years.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00

4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No