

Claude Pepper Elementary School



2014-15 School Improvement Plan

Claude Pepper Elementary School

14550 SW 96TH ST, Miami, FL 33186

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
69%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

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

Provide the school's vision statement

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

School Environment

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

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

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

- Teachers and students foster learning by participating in academic events such as Reading Under the Stars the Curriculum Fair, and Career Week
- Teachers and students foster community by uniting under a school-wide theme that ties into character education, participating in EESAC, and participating in cultural events such as Hispanic Heritage and Black History Month
- Teachers and students foster caring by organizing service events such as toy, food, blood, and book drives, a tab-a-thon to support the Ronald McDonald House, and Pennies for Leukemia.

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Teachers overview the COSC at a faculty meeting at the beginning of the school year, and students review portions of the COSC with teacher guidance.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Claude Pepper Elementary School strives to extend services to encompass the needs of the whole child. Identified students receive services from the counselor, social worker, and school psychologist. Identified students receive support from occupational therapists, physical therapists, audiologists, speech and language therapists, EBD clinicians, behavioral counselors, and an ASD support specialist. School security provides additional support as well as community representatives such as our DARE officer.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	8	13	2	7	8	46
One or more suspensions	0	0	0	0	0	4	4
Course failure in ELA or Math	8	6	12	10	11	9	56
Level 1 on statewide assessment	0	0	0	28	40	26	94
Retention	2	2	2	5	0	0	11

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

Information regarding student progress is provided through the student portal, Interim progress reports, and report cards. Information is communicated to parents through use of parent flyers, ConnectEd, and newsletters.

Positive face-to-face relationships are built through Open House, PTA meetings, and various parent instructional workshops. The school strives to vary scheduling to allow for the maximum amount of parent attendance at events such as Honor Rolls and Reading Under the Stars.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Claude Pepper Elementary School builds partnerships with the local community by establishing relationships with local vendors, such as Ibiley School Uniform, Papa John's Pizza, Miami Dade Police Department, Kendall Ice Arena, Chuck E. Cheese's, Publix, Walgreens, BJ's Wholesale, World's Finest Chocolate, Navarro, Winn Dixie, Wonderland Gift Shop, Crepe Maker, EMS Photo, and Kitchen Porter Tech.

Training is held for Dade Partners, the Dade Partners coordinator, and staff on the effective use of these partnerships and strategies for maximizing community resources.

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

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Diaz, Annette	Principal
Avila, Ivette	Teacher, K-12
Dacosta, Kelly	Teacher, K-12
Garcia, Odaly	Teacher, K-12
Pruna, Jaimy	Teacher, K-12
Rodriguez, Joann	Guidance Counselor
Guzman, Annette	Other
Lozano, Julie	Assistant Principal
Norris, Rainey	Teacher, K-12
Vasquez, Lissette	Instructional Media

Duties

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

Claude Pepper Elementary's Leadership Team consists of:

Dr. Annette M. Diaz- principal, Mrs. Julie Lozano- assistant principal, Mrs. Rainey Norris-reading facilitator, Mrs. Ivette Avila-science facilitator, Mrs. Kelly DaCosta-SIP chairperson, Mrs. Jaimy Pruna-mathematics facilitator, Mrs. Odaly Garcia- classroom teacher, Mrs. Annette Guzman-ESOL chairperson, and Mrs. Joann Rodriguez-guidance counselor.

The school-based MTSS Leadership team will meet with the principal and the EESAC to guide development of the School Improvement Plan (SIP). A SIP committee is formed to complete the SIP process, including the principal, assistant principal, SIP chairperson, and selected teachers. The assistant principal and curriculum facilitators will collect data pertaining to their subject areas for feedback for the SIP, development of instructional strategies, and provision of professional development. The principal and assistant principal will monitor the fidelity of the delivery of instruction and intervention as outlined in the SIP.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Educational Excellence School Advisory Council (EESAC) and the School Leadership Team are the two groups responsible for identifying and aligning all available resources in order to meet the needs of students and maximize desired outcomes. Technology systems such as the Integrated Student Information System (ISIS) and Assessment, Research, and Data Analysis site (ARDA) allow for student data to be organized and accessed at a central point. The EESAC and School Leadership Team meet monthly. An inventory of resources is kept by the principal, and allocation of resources is discussed as applicable at meetings with the other team members. The team engages in the

problem-solving cycle after each ongoing progress monitoring (OPM) cycle. The EESAC involves parent and community members that facilitate securing available resources such as volunteers or financial support to maximize impact.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Annette M. Diaz	Principal
Julie Lozano	Principal
Johanna Cabrera-Rodriguez	Teacher
Vanessa Del Campo	Teacher
Sharon Reynoso	Teacher
Mayreny Objio	Teacher
Graciela Cruz	Teacher
Julia Cedeno	Education Support Employee
Yadilka Aramboles	Education Support Employee
Joann Rodriguez	Teacher
Janee Cifuentes	Education Support Employee
Pat Rojas	Parent
Natalia Perez-Mon	Parent
Teresa Barrios	Parent
Evelyn Palacios	Parent
Jorge Capote	Parent
Emilio Roque	Student
Armando Castro	Student
Mike Hernandez	Business/Community
Robert Vasquez	Business/Community
Veronica Parrillo	Business/Community
Jaimy Pruna	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

Claude Pepper Elementary School projects the use of \$3200 to purchase an interventionist to provide intervention for identified students.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Diaz, Annette	Principal
Vasquez, Lissette	Instructional Media
Dacosta, Kelly	Teacher, K-12
Norris, Rainey	Teacher, K-12
Lozano, Julie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team (LLT) will be implementation of the Gradual Release of Responsibility Model. This initiative will support MTSS implementation and assist in achieving expected levels of performance. This school year, the LLT will provide support to teachers in using the new Language Arts Florida Standards (LAFS) in conjunction with our core reading program from McGraw-Hill which embeds the gradual release model within its instructional routines. The LLT will also provide support to teachers in implementing the use of several new district provided digital resources in reading such as iReady and myON Reader.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

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

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

1. Place and monitor university and college interns.
2. Partner new teachers with mentoring staff.
3. Provide collegial support through the use of professional learning communities.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data from the 2014 FCAT Reading and Mathematics Test were used to identify the lowest 25% of students in grades 4 and 5 and to form intervention groups using WonderWorks and Reflex Mathematics.

Data from the 2014 SAT Reading Test were used to identify low performing students and to form intervention groups using WonderWorks.

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

Title III funds are being used to provide supplemental tutoring to identified English Language Learner (ELL) students.

In anticipation of the cognitive complexity of the Florida Standards Assessments, Claude Pepper Elementary School is implementing the Gradual Release of Responsibility Model across all curricular

areas to increase student independence while completing increasingly rigorous academic tasks. Furthermore, we are increasing student use of technology to increase proficiency in skills required of digital testing.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,080

- Students enrolled in afterschool care are assigned a 30 minute weekly computer lab time where they use Miami-Dade County Public Schools research-based supplemental instruction software programs such as Reflex Math and iReady.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Extended School Day

Minutes added to school year: 5,280

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lozano, Julie, jlozano@dadeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 480

- Teachers sign-up for monthly professional development sessions in professional learning communities related to implementing instruction with the new Florida Standards.

Strategy Rationale

The purpose of the professional learning community is to provide a forum for teachers to discuss effective planning and instruction and the impact it has on student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Guzman, Annette, aguzman@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

Claude Pepper Elementary School hosted Kindergarten Orientation on May 14th. The staff provides parents with packets of resources, registration materials, and an overview regarding expectations, readiness, and instructional routines for beginning kindergarten.

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

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

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement.
- G3.** Increase opportunities for students to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair, STEM mobile labs, and STEM related field trips.
- G4.** The 2013-2014 data indicate that 48% of parents attended engagement opportunities. Our goal is to increase that percentage to 53% for the 2014-2015 school year.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G051051

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	84.0
AMO Reading - All Students	77.0
AMO Reading - ED	74.0
AMO Reading - ELL	73.0
AMO Reading - SWD	53.0
AMO Reading - Hispanic	76.0
AMO Math - All Students	78.0
AMO Math - ED	75.0
AMO Math - ELL	78.0
AMO Reading - African American	73.0
AMO Reading - White	85.0
ELA/Reading Lowest 25% Gains	84.0
AMO Math - African American	78.0
AMO Math - Hispanic	78.0
AMO Math - SWD	61.0
AMO Math - White	79.0
Math Gains	64.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	66.0
CELLA Reading Proficiency	32.0
CELLA Listening/Speaking Proficiency	56.0
FSA - English Language Arts - Proficiency Rate	79.0
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- Math-Think Central, Go Math, Reflex Mathematics, monthly Curriculum Support Specialist, Discovery Education, Moby Math, Destination Math, computer labs, Title III intervention, common planning time, Media Specialist, interactive journals, Mathematics liaison, Promethean and SMART boards, iReady, IXL
- Literacy-Newly installed Promethean boards, scheduled Promethean training, Waterford, Reading Plus, Wonders, WonderWorks, monthly Curriculum Support Specialist support, MyOnReader, Discovery Education, NBC learn, teacher collaboration, resources provided by Division of Language Arts & Reading, professional learning communities, Reading Liaison, Accelerated Reader, iReady, computer labs, Media Specialist, common planning time
- Science-Scott Foresman Science, Gizmos, Discovery Education, NBC Learn, instructional resources from the Department of Math and Science, computer labs, common planning time, science lab, interactive science journals, Media Specialist, Promethean and SMART boards, Time for Kids, AIMS, Jefferson Lab (JLAB)

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the Gradual Release Model.

Plan to Monitor Progress Toward G1. 8

Monitor the effectiveness of implementation of the gradual release model through formal and informal observations.

Person Responsible

Annette Diaz

Schedule

Biweekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Observation documentation data disaggregation Interim assessments

G2. Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement. **1a**

G051052

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	8.0
One or More Suspensions	1.0
Level 1 - All Grades	11.0

Resources Available to Support the Goal **2**

- Miami-Dade County Public School's Code of Student Conduct (COSC)
- Functional Assessment of Behavior/ Behavior Intervention Plan procedures(FAB/BIP)
- SPOT Success
- Counseling Resources
- District and School Attendance Policies
- Attendance Reports
- WonderWorks Intervention Reports

Targeted Barriers to Achieving the Goal **3**

- Lack of parental awareness about district and school attendance policies as well as the effect attendance has on academic success.
- Lack of parental awareness about the behavioral expectancies outlined in the Miami-Dade County Public School's Code of Student Conduct.
- Language and socioeconomic factors of student population limit support at home in reading.

Plan to Monitor Progress Toward G2. **8**

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

Person Responsible

Julie Lozano

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Reports, WonderWorks intervention reports, and referral reports District Interim Assesments Florida State Assessments

G3. Increase opportunities for students to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair, STEM mobile labs, and STEM related field trips. 1a

G051053

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Miami-Dade County Public School's Science Fair Student Checklist
- AIMS Education Foundation hands-on science resource books

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

The District Science Fair Student Checklist will be used to monitor effective project development for the Elementary Science Fair.

Person Responsible

Ivette Avila

Schedule

Weekly, from 9/22/2014 to 11/25/2014

Evidence of Completion

District Science Fair Student Checklist

Plan to Monitor Progress Toward G3. 8

Administration will collect each grade level's activity plan for Super Scientist Day and Family Math and Science Night to ensure variety of hands-on science inquiry and math problem-solving activities.

Person Responsible

Julie Lozano

Schedule

On 2/17/2015

Evidence of Completion

Rotation plan of activities by grade level

G4. The 2013-2014 data indicate that 48% of parents attended engagement opportunities. Our goal is to increase that percentage to 53% for the 2014-2015 school year. 1a

G051054

Targets Supported 1b

Indicator	Annual Target
	53.0

Resources Available to Support the Goal 2

- PTA
- Miami-Dade Public Schools Parent Academy
- ConnectEd
- Dade Partners

Targeted Barriers to Achieving the Goal 3

- We are experiencing a need for a wider range of opportunities for parents to participate in engagement opportunities, particularly with flexible times.

Plan to Monitor Progress Toward G4. 8

Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.

Person Responsible

Annette Guzman

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G051051

G1.B7 Lack of understanding of the Gradual Release Model. **2**

 B128287

G1.B7.S1 Use the Gradual Release of Responsibility Model in all content areas as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex tasks. **4**

 S140377

Strategy Rationale

Due to new standards and assessments, students will be required to complete increasingly complex tasks. Instructional staff needs to increase the rigor in instruction and provide appropriate support to students.

Action Step 1 **5**

Provide professional development across all content areas on lesson planning and delivery to include more rigorous instruction utilizing the gradual release of responsibility model.

Person Responsible

Tatiana Valencia

Schedule

On 10/7/2014

Evidence of Completion

PD sign-in sheet/ Agenda/ PD follow-up reflection

Action Step 2 5

Teachers will use the gradual release model across all content areas to increase rigor during instruction.

Person Responsible

Annette Diaz

Schedule

Biweekly, from 10/8/2014 to 11/7/2014

Evidence of Completion

Classroom Walkthrough Observations/ Lesson Plans

Action Step 3 5

Use Curriculum Support Specialist resources, available model classrooms, and available professional development videos, to support implementation of the gradual release model across all content areas. Debrief in grade level meetings.

Person Responsible

Annette Diaz

Schedule

Biweekly, from 10/8/2014 to 11/7/2014

Evidence of Completion

Grade level meeting minutes

Action Step 4 5

Monitor implementation across all content areas of the gradual release instructional framework with fidelity through formal and informal observations.

Person Responsible

Annette Diaz

Schedule

Biweekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Observation documentation

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Monitor implementation of the gradual release instructional framework with fidelity through formal and informal observations.

Person Responsible

Annette Diaz

Schedule

Biweekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Observation documentation

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Monitor the effectiveness of implementation of the gradual release model through formal and informal observations.

Person Responsible

Annette Diaz

Schedule

Biweekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Observation documentation Data chats Student work

G2. Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement. 1

G051052

G2.B1 Lack of parental awareness about district and school attendance policies as well as the effect attendance has on academic success. 2

B128288

G2.B1.S1 Inform parents of district and school attendance policies in order to reduce the number of students missing ten percent or more of instructional time. 4

S140378

Strategy Rationale

Raise parental awareness of district and school attendance policies as well as the impact of attendance on academic achievement.

Action Step 1 5

Communicate the attendance policy at the beginning of the school year by sending a home-school letter.

Person Responsible

Annette Diaz

Schedule

On 8/18/2014

Evidence of Completion

Delivery of letter

Action Step 2 5

Communicate the school's attendance plan to faculty members in order to reduce the number of students who miss ten percent or more of instructional time.

Person Responsible

Julie Lozano

Schedule

On 11/4/2014

Evidence of Completion

Delivery of attendance plan to faculty members. Sign in sheet and agenda from faculty meeting where attendance plan is reviewed.

Action Step 3 5

Track students who develop a pattern of non-attendance for conferences.

Person Responsible

Julie Lozano

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance referrals

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor submission of attendance referrals

Person Responsible

Julie Lozano

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance referrals

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor students developing a pattern of non-attendance.

Person Responsible

Julie Lozano

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion


Attendance reports

G2.B2 Lack of parental awareness about the behavioral expectancies outlined in the Miami-Dade County Public School's Code of Student Conduct. 2

 B128289

G2.B2.S1 Communicate expectations of the Code of Student Conduct and highlight model behaviors.

4

 S140379

Strategy Rationale

To promote positive student behavior in order to support academic achievement.

Action Step 1 5

Send written information home regarding the Code of Student Conduct.

Person Responsible

Annette Diaz

Schedule

On 8/18/2014

Evidence of Completion

Code of Student Conduct signature forms

Action Step 2 5

Highlight model behavior through SPOT Success student recognition ceremonies.

Person Responsible

Annette Diaz

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Participation rosters and certificates for SPOT Success

Action Step 3 5

Identify students engaging in inappropriate behavior by referral.

Person Responsible

Julie Lozano

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Behavioral Referrals

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor communication of Code of Student Conduct information, scheduling of SPOT Success ceremonies, and the students receiving behavioral referrals.

Person Responsible

Annette Diaz

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Code of Student Conduct signature forms, SPOT Success participation rosters and certificates, and records of behavioral referrals

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor referrals regarding inappropriate behavior.

Person Responsible

Julie Lozano


Schedule

Monthly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Records of behavioral referrals

G2.B3 Language and socioeconomic factors of student population limit support at home in reading. 2

 B128290

G2.B3.S1 Utilize personnel and digital resources to provide supplemental instruction to students. 4

 S140380

Strategy Rationale

Provide resources that students can use independently to build fluency and skill in reading and mathematics.

Action Step 1 5

Monitor student progress toward Accelerated Reader goals.

Person Responsible

Lissette Vasquez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Renaissance Learning reports

Action Step 2 5

Monitor student proficiency in intervention using WonderWorks.

Person Responsible

Julie Lozano

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

WonderWorks intervention reports

Action Step 3 5

Purchase interventionist to provide supplemental instruction to identified students not demonstrating proficiency in reading.

Person Responsible

Annette Diaz

Schedule

On 6/4/2015

Evidence of Completion

WonderWorks intervention on-going progress monitoring

Action Step 4 5

Provide home-school communication regarding available online supplemental resources.

Person Responsible

Julie Lozano

Schedule

On 10/31/2014

Evidence of Completion

Home-school letters

Action Step 5 5

Monitor student proficiency in intervention using Reflex Math.

Person Responsible

Julie Lozano

Schedule

Quarterly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Reflex Math reports

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor participation in the intervention program.

Person Responsible

Julie Lozano

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

WonderWorks intervention reports and attendance

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor participation in the Accelerated Reader program.

Person Responsible

Lissette Vasquez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Renaissance Learning reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor the proficiency students are achieving during WonderWorks intervention.

Person Responsible

Julie Lozano

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

WonderWorks intervention on-going progress monitoring

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor the achievement of Accelerated Reader goals and highlight students achieving their goals.

Person Responsible

Lissette Vasquez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Renaissance Learning reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor the proficiency students are achieving using Reflex Math intervention.

Person Responsible

Julie Lozano

Schedule

Quarterly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Reflex Math intervention reports

G3. Increase opportunities for students to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair, STEM mobile labs, and STEM related field trips.

1

G051053

G3.B1 Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

2

B128291

G3.B1.S1 Provide increased opportunities for students to participate in STEM related activities.

4

S140381

Strategy Rationale

To foster inquiry and increase awareness of and interest in science, technology, engineering, and mathematics.

Action Step 1 5

Establish a plan and timeline for the development of student science fair projects. Utilize the district's Science Fair Student Checklist to track progress students are making toward successful completion of a science fair project.

Person Responsible

Ivette Avila

Schedule

Weekly, from 9/22/2014 to 11/25/2014

Evidence of Completion

Science Fair projects.

Action Step 2 5

Plan and hold a school-wide Super Scientist Day where all students rotate through various hands-on science stations.

Person Responsible

Ivette Avila

Schedule

On 2/18/2015

Evidence of Completion

Rotation plan of activities by grade level.

Action Step 3 5

Host a Family Math and Science Night where parents and students participate in hands-on science and mathematics activities.

Person Responsible

Ivette Avila

Schedule

On 2/19/2015

Evidence of Completion

Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor project development for Elementary Science Fair.

Person Responsible

Ivette Avila

Schedule

Weekly, from 9/22/2014 to 11/25/2014

Evidence of Completion

District Science Fair Student Checklist

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor planning for Super Scientist Day and Family Math and Science Night

Person Responsible

Julie Lozano

Schedule

On 2/17/2015

Evidence of Completion

Rotation plan of activities by grade level

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The District Science Fair Student Checklist will be used to monitor effective project development for the Elementary Science Fair.

Person Responsible

Ivette Avila

Schedule

Weekly, from 9/22/2014 to 11/25/2014

Evidence of Completion

District Science Fair Student Checklist.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration will collect each grade level's activity plan for Super Scientist Day and Family Math and Science Night to ensure variety of hands-on science inquiry and math problem-solving activities.

Person Responsible

Julie Lozano

Schedule

On 2/17/2015

Evidence of Completion

Rotation plan of activities by grade level

G4. The 2013-2014 data indicate that 48% of parents attended engagement opportunities. Our goal is to increase that percentage to 53% for the 2014-2015 school year. 1

G051054

G4.B1 We are experiencing a need for a wider range of opportunities for parents to participate in engagement opportunities, particularly with flexible times. 2

B128292

G4.B1.S1 Recruit parent volunteers. 4

S140382

Strategy Rationale

To increase the number of parents involved in their child's education.

Action Step 1 5

Send home-letter outlining procedures for becoming a volunteer.

Person Responsible

Annette Diaz

Schedule

On 8/22/2014

Evidence of Completion

PTA volunteer membership

Action Step 2 5

Host Volunteer Breakfast

Person Responsible

Annette Diaz

Schedule

On 11/25/2014

Evidence of Completion

Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor volunteer requests and clearance as well as placement of volunteers in engagement opportunities

Person Responsible

Annette Diaz

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Volunteer sign-in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.

Person Responsible

Annette Guzman


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Volunteer sign-in sheets

G4.B1.S2 Vary times of school events and communicate information about the events early. 4

 S140383

Strategy Rationale

To maximize opportunities for parents to plan in advance to attend.

Action Step 1 5

Utilize ConnectEd messaging system to keep parents informed of school events.

Person Responsible

Annette Diaz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Record of ConnectEd messages

Action Step 2 5

Send home monthly calendar of events.

Person Responsible

Julie Lozano

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Delivered calendars

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Monitor preparation of monthly calendars and track use of ConnectEd messages

Person Responsible

Annette Diaz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Monthly calendars and ConnectEd report

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.

Person Responsible

Annette Guzman

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A1	Provide professional development across all content areas on lesson planning and delivery to include more rigorous instruction utilizing the gradual release of responsibility model.	Valencia, Tatiana	10/7/2014	PD sign-in sheet/ Agenda/ PD follow-up reflection	10/7/2014 one-time
G2.B1.S1.A1	Communicate the attendance policy at the beginning of the school year by sending a home-school letter.	Diaz, Annette	8/18/2014	Delivery of letter	8/18/2014 one-time
G2.B2.S1.A1	Send written information home regarding the Code of Student Conduct.	Diaz, Annette	8/18/2014	Code of Student Conduct signature forms	8/18/2014 one-time
G2.B3.S1.A1	Monitor student progress toward Accelerated Reader goals.	Vasquez, Lissette	8/18/2014	Renaissance Learning reports	6/4/2015 quarterly
G3.B1.S1.A1	Establish a plan and timeline for the development of student science fair projects. Utilize the district's Science Fair Student Checklist to track progress students are making toward successful completion of a science fair project.	Avila, Ivette	9/22/2014	Science Fair projects.	11/25/2014 weekly
G4.B1.S1.A1	Send home-letter outlining procedures for becoming a volunteer.	Diaz, Annette	8/18/2014	PTA volunteer membership	8/22/2014 one-time
G4.B1.S2.A1	Utilize ConnectEd messaging system to keep parents informed of school events.	Diaz, Annette	8/18/2014	Record of ConnectEd messages	6/4/2015 monthly
G1.B7.S1.A2	Teachers will use the gradual release model across all content areas to increase rigor during instruction.	Diaz, Annette	10/8/2014	Classroom Walkthrough Observations/ Lesson Plans	11/7/2014 biweekly
G2.B1.S1.A2	Communicate the school's attendance plan to faculty members in order to reduce the number of students who miss ten percent or more of instructional time.	Lozano, Julie	10/9/2014	Delivery of attendance plan to faculty members. Sign in sheet and agenda from faculty meeting where attendance plan is reviewed.	11/4/2014 one-time
G2.B2.S1.A2	Highlight model behavior through SPOT Success student recognition ceremonies.	Diaz, Annette	8/18/2014	Participation rosters and certificates for SPOT Success	6/4/2015 quarterly
G2.B3.S1.A2	Monitor student proficiency in intervention using WonderWorks.	Lozano, Julie	8/18/2014	WonderWorks intervention reports	6/4/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A2	Plan and hold a school-wide Super Scientist Day where all students rotate through various hands-on science stations.	Avila, Ivette	2/17/2015	Rotation plan of activities by grade level.	2/18/2015 one-time
G4.B1.S1.A2	Host Volunteer Breakfast	Diaz, Annette	11/25/2014	Sign-in Sheets	11/25/2014 one-time
G4.B1.S2.A2	Send home monthly calendar of events.	Lozano, Julie	8/18/2014	Delivered calendars	6/4/2015 monthly
G1.B7.S1.A3	Use Curriculum Support Specialist resources, available model classrooms, and available professional development videos, to support implementation of the gradual release model across all content areas. Debrief in grade level meetings.	Diaz, Annette	10/8/2014	Grade level meeting minutes	11/7/2014 biweekly
G2.B1.S1.A3	Track students who develop a pattern of non-attendance for conferences.	Lozano, Julie	8/18/2014	Attendance referrals	6/4/2015 quarterly
G2.B2.S1.A3	Identify students engaging in inappropriate behavior by referral.	Lozano, Julie	8/18/2014	Behavioral Referrals	6/4/2015 monthly
G2.B3.S1.A3	Purchase interventionist to provide supplemental instruction to identified students not demonstrating proficiency in reading.	Diaz, Annette	8/18/2014	WonderWorks intervention on-going progress monitoring	6/4/2015 one-time
G3.B1.S1.A3	Host a Family Math and Science Night where parents and students participate in hands-on science and mathematics activities.	Avila, Ivette	2/19/2015	Sign-in sheets.	2/19/2015 one-time
G1.B7.S1.A4	Monitor implementation across all content areas of the gradual release instructional framework with fidelity through formal and informal observations.	Diaz, Annette	10/8/2014	Observation documentation	11/26/2014 biweekly
G2.B3.S1.A4	Provide home-school communication regarding available online supplemental resources.	Lozano, Julie	10/27/2014	Home-school letters	10/31/2014 one-time
G2.B3.S1.A5	Monitor student proficiency in intervention using Reflex Math.	Lozano, Julie	10/20/2014	Reflex Math reports	6/4/2015 quarterly
G1.MA1	Monitor the effectiveness of implementation of the gradual release model through formal and informal observations.	Diaz, Annette	10/8/2014	Observation documentation data disaggregation Interim assessments	11/26/2014 biweekly
G1.B7.S1.MA1	Monitor the effectiveness of implementation of the gradual release model through formal and informal observations.	Diaz, Annette	10/8/2014	Observation documentation Data chats Student work	11/26/2014 biweekly
G1.B7.S1.MA1	Monitor implementation of the gradual release instructional framework with fidelity through formal and informal observations.	Diaz, Annette	10/8/2014	Observation documentation	11/26/2014 biweekly
G2.MA1	Monitor referrals for attendance, referrals for behavior, and intervention reports.	Lozano, Julie	8/18/2014	Attendance Reports, WonderWorks intervention reports, and referral reports District Interim Assesments Florida State Assessments	6/4/2015 quarterly
G2.B1.S1.MA1	Monitor students developing a pattern of non-attendance.	Lozano, Julie	8/18/2014	Attendance reports	6/4/2015 quarterly
G2.B1.S1.MA1	Monitor submission of attendance referrals	Lozano, Julie	8/18/2014	Attendance referrals	6/4/2015 quarterly
G2.B2.S1.MA1	Monitor referrals regarding inappropriate behavior.	Lozano, Julie	8/18/2014	Records of behavioral referrals	6/4/2015 monthly

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Claude Pepper Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Monitor communication of Code of Student Conduct information, scheduling of SPOT Success ceremonies, and the students receiving behavioral referrals.	Diaz, Annette	8/18/2014	Code of Student Conduct signature forms, SPOT Success participation rosters and certificates, and records of behavioral referrals	6/4/2015 quarterly
G2.B3.S1.MA1	Monitor the proficiency students are achieving during WonderWorks intervention.	Lozano, Julie	8/18/2014	WonderWorks intervention on-going progress monitoring	6/4/2015 quarterly
G2.B3.S1.MA4	Monitor the achievement of Accelerated Reader goals and highlight students achieving their goals.	Vasquez, Lissette	8/18/2014	Renaissance Learning reports	6/4/2015 quarterly
G2.B3.S1.MA5	Monitor the proficiency students are achieving using Reflex Math intervention.	Lozano, Julie	10/20/2014	Reflex Math intervention reports	6/4/2015 quarterly
G2.B3.S1.MA1	Monitor participation in the intervention program.	Lozano, Julie	8/18/2014	WonderWorks intervention reports and attendance	6/4/2015 quarterly
G2.B3.S1.MA2	Monitor participation in the Accelerated Reader program.	Vasquez, Lissette	8/18/2014	Renaissance Learning reports	6/4/2015 quarterly
G3.MA1	The District Science Fair Student Checklist will be used to monitor effective project development for the Elementary Science Fair.	Avila, Ivette	9/22/2014	District Science Fair Student Checklist	11/25/2014 weekly
G3.MA2	Administration will collect each grade level's activity plan for Super Scientist Day and Family Math and Science Night to ensure variety of hands-on science inquiry and math problem-solving activities.	Lozano, Julie	2/17/2015	Rotation plan of activities by grade level	2/17/2015 one-time
G3.B1.S1.MA1	The District Science Fair Student Checklist will be used to monitor effective project development for the Elementary Science Fair.	Avila, Ivette	9/22/2014	District Science Fair Student Checklist.	11/25/2014 weekly
G3.B1.S1.MA4	Administration will collect each grade level's activity plan for Super Scientist Day and Family Math and Science Night to ensure variety of hands-on science inquiry and math problem-solving activities.	Lozano, Julie	2/17/2015	Rotation plan of activities by grade level	2/17/2015 one-time
G3.B1.S1.MA1	Monitor project development for Elementary Science Fair.	Avila, Ivette	9/22/2014	District Science Fair Student Checklist	11/25/2014 weekly
G3.B1.S1.MA2	Monitor planning for Super Scientist Day and Family Math and Science Night	Lozano, Julie	2/17/2015	Rotation plan of activities by grade level	2/17/2015 one-time
G4.MA1	Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.	Guzman, Annette	8/18/2014	Sign-in sheets	6/4/2015 quarterly
G4.B1.S1.MA1	Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.	Guzman, Annette	8/18/2014	Volunteer sign-in sheets	6/4/2015 quarterly
G4.B1.S1.MA1	Monitor volunteer requests and clearance as well as placement of volunteers in engagement opportunities	Diaz, Annette	8/25/2014	Volunteer sign-in sheets	6/4/2015 quarterly
G4.B1.S2.MA1	Monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.	Guzman, Annette	8/18/2014	Sign-in sheets	6/4/2015 quarterly
G4.B1.S2.MA1	Monitor preparation of monthly calendars and track use of ConnectEd messages	Diaz, Annette	8/18/2014	Monthly calendars and ConnectEd report	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B7 Lack of understanding of the Gradual Release Model.

G1.B7.S1 Use the Gradual Release of Responsibility Model in all content areas as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex tasks.

PD Opportunity 1

Provide professional development across all content areas on lesson planning and delivery to include more rigorous instruction utilizing the gradual release of responsibility model.

Facilitator

Maritza Denis-Parlade & Tatiana Valencia

Participants

Instructional Staff

Schedule

On 10/7/2014

Technical Assistance Items

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

G2. Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement.

G2.B3 Language and socioeconomic factors of student population limit support at home in reading.

G2.B3.S1 Utilize personnel and digital resources to provide supplemental instruction to students.

PD Opportunity 1

Monitor student progress toward Accelerated Reader goals.

Facilitator

Renaissance Learning

Participants

All students

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Monitor student proficiency in intervention using Reflex Math.

Facilitator

Explorer Learning

Participants

Identified students

Schedule

Quarterly, from 10/20/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 2: Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement.	8,000
Grand Total	8,000

Goal 2: Claude Pepper Elementary School will use the Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement.

Description	Source	Total
B3.S1.A1 - Media Funds	Other	200
B3.S1.A1 - PTA	Other	400
B3.S1.A1 - Notes	General Fund	200
B3.S1.A3	General Fund	4,000
B3.S1.A3 - EESAC	Other	3,200
Total Goal 2		8,000