

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Claude Pepper Elementary School (0831)

Feeder Pattern - Miami Sunset Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Deborah Roberts

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Claude Pepper Elementary School opened in 1991. It is located in a suburban, middle to lower class, multiethnic community in the southwest section of Miami-Dade County, Florida and is part of the Miami Sunset Senior High School Feeder Pattern. The neighborhoods around the school are primarily rental properties which impact the school's mobility index of 24. Forty-nine percent of the student body receives free or reduced lunch. The school serves 1005 students from prekindergarten through fifth grade. The student population is made up of 79 percent Hispanic, ten percent White (non-Hispanic), four percent Black (non-Hispanic) and seven percent Asian/Indian/Multiracial. Florida Comprehensive Assessment Test (FCAT) Reading results show that for third grade 19 percent scored at Level 1 and 12 percent at Level 2; for fourth grade 12 percent scored at Level 1 and 15 percent at Level 2; for fifth grade seven percent scored at Level 1 and ten percent at Level 2. FCAT Mathematics results show that for third grade eight percent scored at Level 1 and nine percent at Level 2; for fourth grade seven percent scored at Level 1 and 17 percent at Level 2; for fifth grade ten percent scored at Level 1 and 29 percent at Level 2. All of Claude Pepper Elementary School's subgroup populations made Adequate Yearly Progress (AYP).

The school staff's ethnic breakdown is 68 percent Hispanic, nine percent Black, 23 percent White, and two percent Asian/Indian/Multiracial. The percentage of students qualifying for free/reduced lunch is 49.2 percent. The retention rate at Claude Pepper Elementary School is two percent of the student population and the attendance rate is 95.76. The student teacher ratio is 15:1.

Various programs at Claude Pepper Elementary School contribute to the academic success of the school. The Child Development Project (CDP) is a character education program that builds autonomy, sense of belonging, and competence. The Extended Foreign Language Program (EFL) develops bilingualism and biliteracy which is essential in a diverse community. Inclusion enables Special Education (SPED) students to achieve academic efficacy, develop positive relationships with others, and improve their self-image. Claude Pepper Elementary School also has areas of concern related to its high rate of mobility, increasing number of students eligible for free/reduced lunch, and low attendance.

Claude Pepper Elementary School has received a \$2,000.00 grant from the Clinton Foundation/American Heart Association's Alliance for a Healthier Generation. The school has also received a \$3,000 grant for KidBiz to provide technology based supplemental reading instruction in non-fiction. The school has applied for and expects to receive approximately \$7,000 in funds for Title III Tutoring Academy for the English Language Learner Students (ELL). Claude Pepper Elementary School is not a Title I school.

After analyzing and evaluating pertinent data, Claude Pepper Elementary School in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as schoolwide priorities for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase from 76 percent of the students scoring at FCAT Levels 3 and above on the 2007 administration of the FCAT Reading Test to 81 percent of the students scoring at FCAT Levels 3 and above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase from 74 percent of the students scoring at FCAT Levels 3 and above on the 2007 administration of the FCAT Mathematics Test to 79 percent of the students scoring at FCAT Levels 3 and above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 92% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase from 44 percent on the 2007 administration of the FCAT Science Test to 69 percent on the 2008 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Given implementation of Claude Pepper Elementary School's Attendance Action Plan, student attendance will improve as evidenced by a one percentage point increase over the score of the 2006-2007 school year as documented by the 2007-2008 Percentage of Attendance Report.

Given emphasis on the use of technology in assisting classroom instruction, all teachers will increase usage of the computer lab, as evidenced by an increase of five percent in the number of hours logged when comparing the sign-in logs for the 2007-2008 school year with the prior year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the percentage of students obtaining minimum proficiency will increase from 77.5 percent on the 2007 administration of the FITNESSGRAM to 78.5 percent on the 2008 administration.

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.



School Improvement Plan 2007-2008



Claude Pepper Elementary School's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include professional development opportunities for teachers as well as active learning approaches using research based instructional materials with all students including English Language Learners and Students with Disabilities. Results of the employee self assessment which is part of the school survey indicate that the lowest scores were noted in the area of Business Results. Specifically, the items with the lowest scores were budget information and removal of obstacles with scores of 3.4 and 3.9 respectively. These items will be addressed by the Administration in collaboration with the Instructional Leadership Team and the Educational Excellence School Advisory Council (EESAC). Greater emphasis will be placed on using professional conversations in the small learning communities as well as at Educational Excellence School Advisory Council meetings to solicit feedback on instructional decisions at the school. Furthermore, a budget training meeting will be scheduled to disseminate information regarding the school's budget.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

0831 - CLAUDE PEPPER ELEMENTARY SCHOOL

VISION

Claude Pepper Elementary School enriches the community through: The conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community activities.

MISSION

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 and to build upon the strengths of all stakeholders to promote lifelong learning.

CORE VALUES

Claude Pepper Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality: quality of service, quality of relationships, and quality of communications; We believe that we should be, for all who are involved, a place of realized potential; and We believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

School Demographics

Claude Pepper Elementary School opened in 1991. It is located in a suburban, middle to lower class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school is situated on 10.04 acres and has seven portable classrooms. The neighborhoods around the school are primarily rental properties which have an effect on the school's mobility index of 24.

The school serves 1005 students from prekindergarten through fifth grade. The student population is made up of 79 percent Hispanic, ten percent White (non-Hispanic), four percent Black (non-Hispanic) and seven percent Asian/Indian, Multiracial. Approximately 49 percent of the student body receives free or reduced lunch. Twenty-eight students are enrolled in the Gifted Program and forty-one children are enrolled in the Voluntary Pre-Kindergarten Program (VPK). FCAT Reading results show that for third grade 19 percent scored at Level 1 and 12 percent at Level 2; for fourth grade 12 percent scored at Level 1 and 15 percent at Level 2; for fifth grade seven percent scored at Level 1 and ten percent at Level 2. FCAT Mathematics results show that for third grade eight percent scored at Level 1 and nine percent at Level 2; for fourth grade seven percent scored at Level 1 and 17 percent at Level 2; for fifth grade ten percent scored at Level 1 and 29 percent at Level 2. Of the No Child Left Behind (NCLB) subgroups at Claude Pepper Elementary School, 73 percent of economically disadvantaged students scored proficient in reading and 69 percent scored proficient in mathematics. Furthermore, 66 percent of English Language Learners scored proficient in reading and 72 percent scored proficient in mathematics. All of Claude Pepper Elementary School's subgroup populations made Adequate Yearly Progress.

Various programs at Claude Pepper Elementary School contribute to the success of the school. The Child Development Project (CDP) is a character education program that builds autonomy, sense of belonging, and competence. The Extended Foreign Language Program (EFL) develops bilingualism and biliteracy which is essential in today's diverse community. Inclusion enables SPED students to achieve academic efficacy, develop positive relationships with others, and improve their self-image. Claude Pepper Elementary School also has areas of concern related to the high rate of mobility, increasing number of students eligible for free/reduced lunch, and low attendance.

There are fifty-two Hispanic teachers (67%), seven Black teachers (9%), eighteen White (23%), and two Asian/Indian/Multiracial (2%). The retention rate at Claude Pepper Elementary is 2 percent of the student population and the attendance rate is 95.76. The student teacher ratio is 15:1. Two administrators, a principal and an assistant principal serve as the instructional leaders of the school. There are fifty-two certified classroom teachers, of which sixteen are Special Education teachers. In addition, there are six Spanish language teachers, one teacher of English Language Learners, one certified Science Laboratory teacher, six special area teachers, one media specialist, two counselors, one program specialist for Students with Disabilities, twelve full-time paraprofessionals, and five part-time paraprofessionals. Fifty-two percent of teachers hold a Master's degree, seventeen percent hold a Specialist degree, one percent hold a Doctorate degree, and seven hold National Board Certification.

The average student teacher ratio at Claude Pepper Elementary School is 21:1 in Kindergarten, 21:1 in first grade, 21:1 in second grade, 20:1 in third grade, 22:1 in fourth grade, and 25:1 in fifth grade. There are 100 SPED children in Kindergarten through fifth grade. They are serviced in a variety of settings: inclusion, resource, and separate class.

In the 2005-2006 school year, Claude Pepper Elementary School had an attendance rate of 94.65. With implementation of the attendance action plan, the rate increased to 95.76. However, when this rate is compared to that of neighboring schools, it is evident that improvement is needed.

Claude Pepper Elementary School is part of the Miami Sunset Senior High School Feeder Pattern with the majority of students feeding into Hammocks Middle School, an "A" school. However, a small percentage of students attend Arvida Middle School and Herbert A. Ammons Middle School. The school retained 22 students at the end of the 2006-2007 school year, two percent of the total student population.

Currently the school is expanding the Extended Foreign Language program to include another module in the Kindergarten and first grade. Academic Excellence will be enriching student learning through the use of hands-on science. The Gifted program is available for students in first through fifth grades and the inclusion model is available at each grade level. The school houses two units for students with Autism Spectrum Disorders and students with Emotional Behavioral Disorders.

Claude Pepper Elementary School has received a \$2,000.00 grant from the Clinton Foundation/American Heart Association's Alliance for a Healthier Generation. In addition, the school has received a \$3,000 grant for KidBiz to provide technology based supplemental reading instruction in non-fiction. Again this year, the school has applied for and expects to receive approximately \$7,000 in funds for Title III Tutoring Academy for the English Language Learners. Claude Pepper Elementary School is seeking to expand its Dade Partners. However, the building is open for use by Girl Scouts and Boy Scouts of America and neighboring schools in the community.

School Foundation

Leadership:

Claude Pepper Elementary School employs a collaborative system of leadership that includes representatives from all stakeholders on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. The commitment to the Continuous Improvement Model by the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs. Leadership scores from the May 2007 Organizational Performance Self-Assessment Survey average 4.2 out of 5. Analysis of this data indicates that a majority of stakeholders agree that the school's mission is clearly communicated and the values evident in that mission are used to guide instructional decisions.

District Strategic Planning Alignment:

The entire faculty and staff of Claude Pepper Elementary School is familiar with the goals and objectives of the school improvement plan. Small learning communities work together to analyze assessment data and to discuss best practices. Teachers of students with disabilities have the support of a Program Specialist. Special area teachers, physical education (PE), music, art, Spanish, and ELL incorporate FCAT skills and strategies into instruction in those subjects to support the school-wide goal of continuous improvement. Instructional and support personnel are instrumental in contacting parents regarding attendance and tardies realizing the importance of attendance in achievement. Strategic Planning scores from the May 2007 Organizational Performance Self-Assessment Survey averaged 4.1 out of 5. Analysis of this data indicates that the staff knows how various parts of the organization affect the progress towards stated goals and objectives.

Stakeholder Engagement:

Claude Pepper Elementary School endeavors to establish connections to the community and to provide quality service to all stakeholders in several ways. Each year, pre-kindergarten and kindergarten orientations are held to welcome parents and students new to the school. Open House is held in two sessions on one night to maximize parent opportunities to visit each of their children's classrooms. The Parent Teacher Association (PTA) sponsors a volunteer breakfast early in the school year to solicit volunteers to work with classrooms and with the PTA on various committees. The school also offers the "Breakfast with the Principal" throughout the year to update parents on school information and to allow for discussion of concerns directly with the principal. The school offers before and after-school care from 7:00-8:15 a.m. and 2:00-6:00 p.m. respectively. The community has access to using the school as a meeting place for groups such as the Boy and Girl Scouts of America. The school also serves as a voting precinct for elections and as a hurricane shelter. Customer and Market Focus scores from the May 2007 Organizational Performance Self-Assessment Survey average 4.5 out of 5. This score indicates that a majority of the faculty agree that they communicate with the customers regularly about what they need and want regarding the work done at the school.

Faculty & Staff:

Two administrators, a principal and an assistant principal serve as the instructional leaders of the school. There are fifty-two certified classroom teachers, of which sixteen are Special Education teachers. In addition, there are six Spanish language teachers, one teacher of English Language Learners, one certified Science Laboratory teacher, six special area teachers, one media specialist, two counselors, one program specialist for Students with Disabilities, twelve full-time paraprofessionals, and five part-time paraprofessionals. Fifty-two percent of teachers hold a Master's degree, seventeen percent hold a Specialist degree, one percent hold a Doctorate degree, and seven hold National Board Certification.

Claude Pepper Elementary School has embraced the concept of Professional Learning Communities. All special area teachers support school improvement objectives through instructional practices in their subject areas. The primary decision-making group, the Educational Excellence School Advisory Council members meet regularly with the teams of teachers they represent to discuss school concerns and instructional practices. Grade levels also meet separately to hold professional conversations and discuss data-driven instruction. New teachers are provided with highly qualified veteran teachers who provide support and assistance through the Professional Growth Team process and the Mentoring and Induction for New Teachers Program (MINT). Evidence of the Professional Learning Community concept is supported by data gathered from the May 2007 Organizational Performance Self-Assessment Survey. Human Resource Focus scores average 4.2 out of 5 indicating that a majority of the faculty agree that the people we work with cooperate as a team and that the supervisor cares about us and encourages our professional development.



School Improvement Plan

2007-2008



Data/Information/Knowledge Management:

Claude Pepper Elementary School has initiated a systematic plan to enable teachers to engage in more effective data analysis. Teachers engage in collaborative sessions where they analyze real data and collectively make recommendations for instructional practice. Data analysis has become part of our regular grade level meetings. This continuous reflection and collaboration has been the basis of developing strategies that meet our students' specific needs. Implementation of this reflective cycle is evident in data gathered from the May 2007 Organizational Performance Self-Assessment Survey. Measurement, Analysis, and Knowledge Management scores average 4.5 out of 5 indicating that a majority of faculty members agree that they know how to analyze and use data to guide instruction and to achieve the overall goals of our organization.

Education Design:

Claude Pepper Elementary School provides basic educational services based on the Sunshine State Standards and the Competency-Based Curriculum to students in grades pre-K through five. Additionally, the school has programs dedicated to offering services to students with a variety of learning needs: Extended Foreign Language (EFL), English Language Learners, Inclusion, Autistic, and Special Education resource programs, as well as "separate class" instruction. Instruction is provided in traditional and non-traditional settings and is enhanced through hands-on and computer-assisted activities. Our school implements practices from the Comprehensive K-12 District Research-Based Reading Plan (CRRP) and uses the following core texts: the Houghton-Mifflin reading program, the Scott-Foresman mathematics program, and the Scott-Foresman science program. Furthermore, the Child Development Project (CDP) is a character education philosophy that guides the delivery of curriculum at Claude Pepper Elementary School. Process Management scores from the May 2007 Organizational Performance Self-Assessment Survey average 4.2 out of 5. This data indicates that a majority of faculty members agree that our school has good processes for doing work, that they have access to the resources they need to do their jobs as well as control over their work processes.

Performance Results:

The school improvement process has caused Claude Pepper Elementary School's faculty and staff to collect data and to make decisions based upon the facts presented by that data. As a result, small learning communities such as grade level, subject area, and leadership teams work to plan, problem-solve and share best practices that further the school's goals of achieving quality in academics, relationships, and communication while helping all students realize their potential. Claude Pepper Elementary School presents several challenges to its faculty and staff. Attendance rates tend to be lower than neighboring schools, indicating the transient nature of our surrounding neighborhood. However, Claude Pepper Elementary School's test results compare favorably with those of the other elementary schools in the Feeder Pattern. Business Results scores from the May 2007 Organizational Performance Self-Assessment Survey averaged 4.2 out of 5. Analysis of this data indicates that despite our challenges, the faculty is satisfied with the level of excellence in our work.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

Results from the 2007 FCAT Reading Test indicate that 76 percent of students met high standards in reading. This indicated no change from previous year. Comparison of Reading FCAT scores from 2005-2006 and 2006-2007 indicate that the number of third and fourth grade Level 1 and 2 students rose by 11 percent and one percent, respectively. When comparing 2006-2007 FCAT Reading scores of fourth grade students with their previous performance in third grade, an 11 percent decrease in Words/Phrases and a seven percent increase in the number of Level 1 and 2 students are noted. Increased instructional focus needs to be placed on low scoring Level 3 students. When comparing 2006-2007 FCAT Reading scores from fifth grade students with their previous performance in fourth grade, data shows that there was a three percent decrease in Words/Phrases. Seventy-three percent of economically disadvantaged students and 66 percent of English Language Learners met high standards in reading, both lower than the general population. Analysis of content cluster scores reveals that the area of greatest need across grade levels is Words/Phrases with third grade achieving 66 percent, fourth grade achieving 60 percent, and fifth grade achieving 66 percent. Fifth grade needs emphasis in Main Idea/Purpose as evidenced by an average score of 60 percent in that cluster. Furthermore, instruction in Reference/Research needs to be integrated into third grade curriculum since the score on that content cluster was 50 percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase from 76 percent of the students scoring at FCAT Levels 3 and above on the 2007 administration of the FCAT Reading Test to 81 percent of the students scoring at FCAT Levels 3 and above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development activities in reading for selected teachers in kindergarten through grade five in the area of Words/Phrases.	Principal, Assistant Principal, Reading Leaders	9/18/2007	5/23/2008	Continuous Improvement Model	0
Provide in-school tutorial services for Level 1 students in grades three through five, including English Language Learners and Students with Disabilities, a minimum of two times per week and monitor progress through the District Interim Assessments and bi-weekly reading tests.	Principal, Assistant Principal, Reading Leaders, SPED Program Specialist, and ELL Specialist	9/4/2007	5/23/2008	Continuous Improvement Model	12000
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, and classroom teachers.	8/20/2007	5/25/2008	Continuous Improvement Model	0
Implement the Child Development Project (CDP) to support character education through literature.	Principal, Assistant Principal, and classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement attendance incentive program to increase reading instructional time.	Principal, Assistant Principal, Attendance Committee, and Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	600
Administer bi-weekly / theme tests and analyze student results based on specific reading benchmarks in grades 3 through 5 to focus instruction.	Principal, Assistant Principal, Reading Leader, and classroom teachers	9/14/2007	5/30/2008	Continuous Improvement Model	0
Provide intensive instruction, to English Language Learners in small groups.	Principal, Assistant Principal, ELL Specialist	9/125/2007	5/15/2008	Continuous Improvement Model	7000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, grade level chairs and classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Create a rotating schedule for students in grades K through 5 to increase use of technology-based instructional programs such as Riverdeep and FCAT Explorer.	Principal, Assistant Principal and Reading Leader	9/17/2007	5/30/2008	Continuous Improvement Model	0
Provide informational sessions for parents of students in grades K through five to share strategies that can be used to support reading achievement.	Principal and selected teachers	10/1/2007	5/30/2008	Exchange Meaningful Information	0
Provide enrichment in reading through activities in the Academic Excellence Program (AEP).	Principal, Assistant Principl, AEP teachers	9/10/2007	5/9/2008	Academic Enrichment Opportunities	0

Research-Based Programs

The following research based programs are implemented at the school:

- Houghton-Mifflin Core Reading Program
- Riverdeep
- Child Development Project (CDP)

Professional Development



School Improvement Plan 2007-2008



Professional Development will be offered at the school in the following areas:

Continuous Improvement Model training
Project CRISS Training for selected teachers
Training in strategies related to content clusters
Riverdeep training for selected teachers
Houghton-Mifflin Core Reading Program training for selected teachers

Evaluation

The following evaluations will be used:

2008 FCAT Reading test results will be used to identify the percentage of students achieving the state required mastery level.

District Interim Assessments will be administered to grades three through five, three times a year.

Bi-weekly reading tests based on targeted benchmarks will be administered to grades three through five.

Houghton Mifflin Core Reading Program theme assessments will be administered to monitor student progress and guide instructional practice in grades K-2.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be utilized as a screening for intensive classes in kindergarten through fifth grade.

The Diagnostic Assessment of Reading (DAR) will be administered to monitor Level 1 student progress and guide instructional practice.

Standardized Test for Assessment of Reading (STAR) will be used three times a year to determine reading progress for students in grades three through five.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

All students will be able to function on or above grade level in mathematics.

Needs Assessment

Results from the 2007 FCAT Mathematics Test indicate that 74 percent of students met high standards in mathematics. While the percentage of third and fourth grade students scoring Level 1 or 2 decreased, fifth grade students showed a one percent increase in the number of Level 1 and 2 students. Sixty-nine percent of economically disadvantaged students met high standards in mathematics, five percent lower than the general population. Seventy-two percent of English Language Learners met high standards in mathematics, two percent lower than the general population. Analysis of the Mathematics FCAT content cluster results for fourth and fifth grade students indicate a 14 percent and eight percent decrease in the area of Data Analysis, respectively. A comparison of content cluster data from the last two FCAT Mathematics Test administrations indicate that students in grades four and five also experienced the greatest decrease in the area of Number Sense. The scores of students in grades four and five also indicate a 13 percent increase in the number of students scoring Level 1 or 2.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase from 74 percent of the students scoring at FCAT Levels 3 and above on the 2007 administration of the FCAT Mathematics Test to 79 percent of the students scoring at FCAT Levels 3 and above on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a rotating schedule to increase use of technology-based instructional programs such as Riverdeep and FCAT Explorer ,including English Language Learners and Students with Disabilities	Principal, Assistant Principal and Mathematics Facilitator	9/17/2007	5/30/2008	Continuous Improvement Model	0
Continue to implement the Child Development Project (CDP) to support character education through cooperative learning with mathematics related activities.	Principal, Assistant Principal, Math Facilitator and Classroom Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement the Florida Continuous Improvement Model (FCIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, grade level chairs and classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, and classroom teachers.	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement attendance incentive program to increase the hours of math instructional time.	Principal, Assistant Principal, attendance committee, and classroom teachers	8/20/2007	6/5/2008	Continuous Improvement Model	600
Provide intensive instruction, to English Language Learners in small groups.	Principal, Assistant Principal, ELL Specialist	9/25/2007	5/15/2008	Continuous Improvement Model	7000
Provide in-school tutorial services for Level 1 students in grades 3 through 5, a minimum of two times per week and monitor progress through the District Interim Assessments, bi-weekly assessments, and the Scott Foresman Core Mathematics Program assessments.	Principal, Assistant Principal, Math Facilitator, SPED Program Specialist	9/14/2007	5/30/2008	Continuous Improvement Model	12000
Provide informational sessions for parents of students in grades K through five to share strategies that can be used to support mathematics achievement.	Principal, Assistant Principal, and Math Facilitator	9/4/2007	5/30/2008	Exchange Meaningful Information	0
Provide professional development activities in mathematics for selected teachers in kindergarten through grade five with emphasis on Data Analysis.	Math Facilitator, Assistant Principal, and Principal	9/4/2007	5/30/2008	Continuous Improvement Model	0
Provide enrichment in mathematics through activities in the Academic Excellence Program (AEP).	Principal, Assistant Principal, and AEP teachers	9/10/2007	5/9/2008	Academic Enrichment Opportunities	0
Administer bi-weekly assessments in grades K through 5 and analyze student responses based on specific mathematics benchmarks to focus instruction.	Principal, Assistant Principal, Math Facilitator, and Classroom Teachers	9/14/07	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

The following research-based programs are implemented at the school:

Scott-Foresman Mathematics Program
Riverdeep Program

Professional Development



School Improvement Plan 2007-2008



Professional Development will be offered at the school in the following areas:

Continuous Improvement Model training.

Provide training for selected teachers in Riverdeep.

Provide training for selected teachers in the Scott-Foresman Core Mathematics Program with emphasis on Data Analysis and Algebraic Thinking.

Provide training for selected teachers in the use of manipulatives and hands-on mathematics.

Evaluation

The following evaluations will be utilized:

2008 FCAT results will be used to identify the percentage of students achieving the state required mastery level.

District Interim Assessments will be administered three times per year.

Bi-weekly mathematics tests based on targeted benchmarks will be administered to grades three through five.

School developed mathematics quarterly assessments will be administered to kindergarten through second grade.

Assessments from the core mathematics program will be used to monitor progress and guide instruction, with emphasis on Data Analysis and Algebraic Thinking.

Riverdeep assessments will be administered to monitor student progress and guide instructional practice.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Results from the 2007 FCAT Writing+ test indicate 91 percent of students scored 3.5 or above, a one percent increase from the 2006 FCAT Writing+ test. In addition, it indicated that expository writing was a strength with 91 percent scoring 3.5 or above compared to 88 percent in narrative. These results indicate that the increased focus on narrative writing instruction should continue. Multiple choice items from FCAT Writing+ indicate the areas of greatest need for instruction are Support and Organization.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 92% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Share effective instructional practices and collaborate to analyze data as part of implementing the continuous improvement model at grade level meetings.	Principal, Assistant Principal, grade level chairs and classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Continue to implement the Child Development Project (CDP) to support students' written responses to literature.	Principal, Assistant Principal and classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Conduct pre and post- FCAT writing tests in grades one through five to measure student growth.	Principal, Assistant Principal, Reading Leader, and Classroom Teachers	8/27/2007	5/30/2008	Continuous Improvement Model	0
Implement attendance incentive program to increase Language Arts instructional time.	Principal, Assistant Principal, Reading Leader, and classroom teachers	8/20/2007	6/5/2008	Continuous Improvement Model	600
Provide training for selected teachers in Project CRISS.	Principal, Assistant Principal, Reading Leader, and Classroom Teachers	9/17/2007	4/25/2008	Continuous Improvement Model	300
Conduct and analyze results of monthly writing prompts in grades 1 through 5 to monitor progress and guide instruction.	Principal, Assistant Principal, Reading Leader, and Classroom Teachers	9/5/2007	5/30/2008	Continuous Improvement Model	0
Provide training for selected teachers in the Houghton-Mifflin core literacy program.	Principal, Assistant Principal, Reading Leader, and classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

The following research-based programs are implemented at the school:

Write Source Language Program from Great Source
 Write Time for Kids
 Houghton-Mifflin Core Reading Program

Professional Development

Professional Development will be offered at the school in the following areas:

Continuous Improvement Model training
 Project CRISS training for selected teachers
 Houghton-Mifflin Core Reading Program training for selected teachers
 FCAT Writing+ training for selected teachers with emphasis placed on narrative writing and conventions.

Evaluation

The following evaluations will be used:

2008 FCAT Writing+ Test scores as well as pre and post writing prompts will be used to evaluate student progress in writing. Monthly writing prompts will be used to guide instructional practice and monitor student progress.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

All students will increase their scientific knowledge.

Needs Assessment

The results of the 2007 FCAT Science test indicate that 44 percent of students scored at a Level 3 or above. Although performance increased in all content clusters and met or exceeded district and state averages, the percentages all are below 60. The area of greatest need was Earth/Space science with a correct response percentage of 53 percent. Therefore the percent of instructional time devoted to Earth/Space Science needs to be increased. Furthermore, comparison of 2006 and 2007 FCAT science scores shows no increase in the Scientific Thinking cluster.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase from 44 percent on the 2007 administration of the FCAT Science Test to 69 percent on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the spiral approach to teaching the science process in kindergarten through grade five	Principal, Assistant Principal, Science Chair, classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize school developed Science in a Box kits and Full Option Science System (F.O.S.S.) materials in the science lab.	Principal, Assistant Principal, Science Chair, classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Promote parent participation through continued outreach activities such as PTA sponsored events, open classroom visitation, and breakfasts with the principal.	Principal and Science Chair	9/25/2007	5/25/2008	Exchange Meaningful Information	0
Continue to implement the Child Development Project (CDP) to support character education through cooperative learning with science related activities.	Principal, Assistant Principal, Science Chair, classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement attendance incentive program to increase science instruction time.	Principal, Assistant Principal, Science Chair, classroom teachers	8/20/2007	5/30/2008	Truancy Prevention	600
Provide intensive instruction, to English Language Learners in small groups.	Principal, Assistant Principal, ELL Specialist	9/25/2007	5/15/2008	Continuous Improvement Model	7000
Provide professional development activities in science for selected teachers in kindergarten through grade five with emphasis on Earth/Space and Life/Environmental Science.	Principal, Assistant Principal, Science Chair	8/20/07	5/30/2008	Continuous Improvement Model	0
Provide enrichment in science skills for selected students through participation in the Academic Excellence Program.	Principal, Assistant Principal, and AEP teachers	9/10/2007	5/9/2008	Academic Enrichment Opportunities	0
Implement the Florida Continuous Improvement Model (FCIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Science Chair, classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, and classroom teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Administer bi-weekly / monthly tests and analyze student results based on specific science benchmarks to students in grades K through 5 to focus instruction.	Principal, Assistant Principal, Science Chair, and classroom teachers	9/14/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

The following research-based programs are implemented at the school:

Scott Foresman Science Program
Full Option Science System (F.O.S.S.)

Professional Development



School Improvement Plan 2007-2008



Professional Development will be offered at the school in the following areas:

- Continuous Improvement Model training.
- Training in the area of Life/Environmental science.
- Data Analysis training as it pertains to science data and instruction.

Evaluation

The following evaluations will be used:

- 2008 FCAT Science scores will be used to determine student progress.
- Bi-weekly tests on science benchmarks will be used to monitor student progress in grades 3 through 5.
- Monthly tests on science benchmarks will be used to monitor student progress in grades K through 2.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

Claude Pepper Elementary will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Analysis of the volunteer applications submitted by parents show that only 25 percent fulfilled the District's clearance requirements during the 2006-2007 school year. This impedes the school's ability to provide opportunities for parents to be involved in their child's education. Preliminary data analysis of the 2007 Open House Parent Survey administered to parents indicates that "chaperone" and "tutorial services" were the most requested areas for information. The volunteer liaison for the PTA and school administration will develop and implement a plan to expedite the volunteer clearance process.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute volunteer request forms to teachers to determine areas of need.	Principal/Assistant Principal, Volunteer Coordinator	9/5/2007	10/31/2007	Exchange Meaningful Information	0
Invite parents by letter to volunteer at various school activities, such as Fall Festival Night and the Scholastic Book Fair.	Principal/ Assistant Principal, Volunteer Coordinator, and Classroom Teachers	9/4/2007	05/30/2008	Improve Public Perception	0
Notify parents of school events which require support from volunteers through ConnectEd and/or written communication.	Principal, Assistant Principal and Volunteer Coordinator	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Recruit parent volunteers at scheduled school events.	Principal/ Assistant Principal, Volunteer Coordinator, and Classroom Teachers	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Notify parents about the Parent Academy to inform them about opportunities for getting involved in Miami-Dade County Public Schools as well as how to better support their children at home.	Principal/ Assistant Principal, Volunteer Coordinator, and Classroom Teachers	9/5/2007	5/30/2008	Exchange Meaningful Information	0
Implement the volunteer clearance plan to promote parental involvement.	Principal/ Assistant Principal, and Volunteer Coordinator	9/04/2007	5/30/2008	Improve Public Perception	0
Utilize ConnectEd to promote increased communication between school and home.	Principal and Assistant Principal	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Schedule child-centered afterschool events in order to involve parent volunteers.	Principal, Media Specialist, Volunteer Coordinator, Media Specialist, PTA Board Members, and Classroom Teachers	9/4/2007	5/30/2008	Improve Public Perception	0

Research-Based Programs

The following research-based programs are implemented at the school:

The Child Development Project (C.D.P.)
National Standards for P.T.A.

Professional Development

The following professional development will be offered:

Host Volunteer Orientation to review volunteer policies, guidelines, and procedures of the district volunteer program.
Provide parent information sessions focused on supporting students in various academic areas.
Provide opportunities for parents to attend monthly EESAC meetings.

Evaluation

The following evaluations will be used:

Volunteer sign-in logs will be collected to calculate total volunteer hours which will be compared to last year's total hours.
Volunteer sign-in logs will be monitored quarterly to assess progress toward this objective.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Claude Pepper Elementary School will provide a safe and disciplined environment for all students.

Needs Assessment

The Miami-Dade County Public Schools Percentage of Attendance Report shows that Claude Pepper Elementary School had an average percentage of attendance of 95.76. Although this average exceeded our region average, it is lower than that of neighboring schools. Furthermore, comparison of data across quarters from 2005-2006 and 2006-2007 shows that Claude Pepper Elementary School improved or maintained its percentage of attendance across all four quarters. Nevertheless, the percentage of attendance in the fourth quarter was the lowest at 94.74 and indicates the need to place emphasis on the importance of attendance during this quarter.

Measurable Objective

Given implementation of Claude Pepper Elementary School's Attendance Action Plan, student attendance will improve as evidenced by a one percentage point increase over the score of the 2006-2007 school year as documented by the 2007-2008 Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide "Classroom Story Breaks" and popcorn unity builder incentives for the first three classes achieving perfect attendance during a nine week period.	Principal and Assistant Principal	9/4/2007	5/30/2008	Truancy Prevention	300
Recognize classes achieving "Perfect Attendance" on morning/afternoon announcements.	Principal and Assistant Principal	9/4/2007	6/5/2008	Truancy Prevention	0
Implement and monitor a "Perfect Attendance" incentive program where the number of days that classes achieve "100% Attendance" is monitored and recognized.	Principal and Assistant Principal	9/4/2007	6/5/2008	Truancy Prevention	0
Recognize daily attendance by drawing 10 student names on morning announcements and having those students visit the principal's "Treasure Chest".	Principal, Assistant Principal, Media Specialist	9/4/2007	6/5/2008	Truancy Prevention	300
Conduct meetings with the principal and/or assistant principal with parents of students who have more than five unexcused and/or ten accumulated absences/tardies.	Principal and Assistant Principal	9/4/2007	5/30/2008	Truancy Prevention	0
Initiate home visits by the administrative team or school social worker after 7 absences.	Principal	9/4/2007	5/30/2008	Truancy Prevention	0
School personnel will call parents to determine the reason for excessive absences and to remind parents that a note is required for all absences.	Principal, School Personnel	8/20/2007	6/5/2008	Truancy Prevention	0
Send written reminder of the attendance policy, call students who are absent for more than one day, and refer students with excessive absences/tardies to the assistant principal.	Classroom Teachers, Principal/Assistant Principal	8/20/2007	5/30/2008	Truancy Prevention	0
Present fantasy characters on morning announcements to celebrate 98% attendance for 5 cumulative days.	Principal, Assistant Principal, Attendance Committee	8/20/2007	6/5/2008	Truancy Prevention	0
Utilize ConnectEd to contact parents about the school's attendance policy as well as individual student attendance issues.	Principal and Assistant Principal	8/20/2007	5/30/2008	Truancy Prevention	0

Research-Based Programs

The following research-based programs are implemented at the school:

The Child Development Project (CDP)

Professional Development

Professional Development will be offered at the school in the following areas:

Host Child Development Project (C.D.P.) "conversations" to review research on autonomy, belonging and competence and how they relate to the attitudes toward school.

Hold training sessions to review procedures for the Attendance Action Plan for teachers and staff.

Evaluation

The following evaluations will be used:

Results from the 2007-2008 Percentage Attendance Report and results of the 2007-2008 Quarterly Percentage Attendance Reports will be analyzed to determine whether an improvement of at least one percentage point has been achieved when compared to the previous quarter.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Claude Pepper Elementary will promote equitable and universal access to technology.

Needs Assessment

Analysis of data from the 2007 Florida Innovates School Survey indicates that less than 75% of teachers use technology to supplement instruction, less than 25 percent of teachers use technology as a tool for providing instruction, less than 50 percent of teachers use technology as a tool integrated into curriculum areas, and less than 25 percent of teachers use technology as a tool embedded in daily curriculum. Analysis of Computer Lab sign-in logs show that only 37 percent of available school time was spent using technology based instruction in the lab. Taken as a whole this data suggests that teachers need training in using technology as a tool embedded in the daily instruction and curriculum.

Measurable Objective

Given emphasis on the use of technology in assisting classroom instruction, all teachers will increase usage of the computer lab, as evidenced by an increase of five percent in the number of hours logged when comparing the sign-in logs for the 2007-2008 school year with the prior year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Redistribute computers, based on allocation of new computers received from the district, to improve access to technology school wide.	Principal/ Assistant Principal and Computer Technician	8/20/2007	10/27/2007	Education Innovation	0
Provide professional development for selected teachers on the use of electronic gradebook and other technology resources.	Principal/ Assistant Principal, Computer Technician, Professional Development Liaison, and select classroom teachers.	10/1/2007	10/26/2007	Continuous Improvement Model	0
Coordinate efforts with PTA to fundraise for purchase of more computers for school use.	PTA Vice President for Fundraising and Principal	9/13/2007	5/23/2008	Other/ Not Applicable	0
Create rotating schedule to promote access to technology resources available for use in the computer lab.	Principal/Assistant Principal and Scheduling Committee	8/10/2007	9/21/2007	Continuous Improvement Model	0
Provide instructional technology support to teachers on an as needed basis.	Principal/ Assistant Principal, Computer Technician and Teacher Trainer	8/21/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Professional Development will be offered at the school in the following areas:

- Teacher training sessions on using the Electronic Gradebook
- Teacher training sessions on Riverdeep
- Teacher training sessions on Microsoft Word/Office
- Teacher training sessions on strategies to infuse technology in curriculum and instruction.

Evaluation

The following evaluations will be used:

- Sign-in logs will be analyzed to determine the student usage of the computer lab.
- Teacher sign-in logs will be analyzed to determine the amount of professional development in technology given to teachers.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

Claude Pepper Elementary School will promote the overall health and fitness of students.

Needs Assessment

Data from the 2007 administration of the FITNESSGRAM indicated that 77.5 percent of students achieved minimum proficiency. FITNESSGRAM assessment data for 2006-2007 indicates that the mile run was an area in need of improvement for the 2007-2008 school year.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the percentage of students obtaining minimum proficiency will increase from 77.5 percent on the 2007 administration of the FITNESSGRAM to 78.5 percent on the 2008 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Scheduling Committee, Principal/Assistant Principal and P.E. teachers	8/14/2007	8/22/2007	Healthcare & Healthy Choices	0
Select instructional activities specifically related to areas of need identified by the 2006 FITNESSGRAM scores.	Principal, Assistant Principal, and P.E. Teachers	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Develop long-range plan to ensure coverage of all identified areas of need.	Principal, Assistant Principal, and P.E. Teachers	8/20/07	6/5/2008	Continuous Improvement Model	0
Share fitness objectives and activities with PreK through first grade teachers who are responsible for the instruction of physical education to their students.	P.E. teachers and Principal/Assistant Principal	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement strategies and activities of the Healthy Schools Partnerships Program as dictated by the Alliance for a Healthier Generation	Principal/Assistant Principal, Wellness Council, P.E. Teachers, Grant Contact, Cafeteria Manager, Counselors, Media Specialist	9/4/2007	6/5/2008	Healthcare & Healthy Choices	0

Research-Based Programs

n/a

Professional Development

The following professional development will be offered:

FITNESSGRAM training for selected teachers.

Training in the Healthy Schools Program by the Alliance for a Healthier Generation

Evaluation

The following evaluation will be used:

2008 FITNESSGRAM scores will be compared to those from the previous year and data from the School Health Index will be compared with that of last year.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Students will develop skills in a second language.

Needs Assessment

Waiting lists for the Extended Foreign Language program indicate that there is a demand for two more modules in Kindergarten and first grade.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Add two additional modules of the Extended Foreign Language Program to grades K and 1.	Principal/ Assistant Principal, Bilingual department chairperson	8/1/2007	8/20/2007	Dual Language	0
Recruit teachers interested in participating in future Extended Foreign Language modules.	Assistant Principal and Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide information to parents regarding the Extended Foreign Language Program and benefits of learning a second language.	Principal, Assistant Principal, and selected teachers	8/1/2007	6/5/2008	Exchange Meaningful Information	0
Involve students in Hispanic Heritage cultural activities through the Bilingual Department.	Principal/Assistant Principal, Bilingual department chairperson, select classroom teachers	9/15/2007	6/5/2008	Diversity & Educational Equity	0
Encourage selected teachers to attend Summer Heat program for Extended Foreign Language.	Principal/ Assistant Principal and select classroom teachers	6/11/2007	6/22/2007	Continuous Improvement Model	0
Recruit students interested in participating in the Extended Foreign Language Program.	Principal/Assistant Principal and Bilingual Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

The following research-based program will be used:

Moving into the Future: National Standards for Physical Education

Professional Development

The following professional development will be offered:

Spanish Language Institute for Extended Foreign Language

Evaluation

Class rosters will be monitored for enrollment of students in the Extended Foreign Language Program and waiting lists will be monitored to assess progress in recruitment of students.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Claude Pepper Elementary School will improve its ranking on the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the Florida Department of Education (FLDOE) indicated that in 2005, Claude Pepper Elementary School ranked at the 60th percentile on the State of Florida ROI index.

Measurable Objective

Claude Pepper Elementary School's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Present information about the use of financial resources in relation to school programs to all stakeholders.	Principal	8/17/2007	8/17/2007	Continuous Improvement Model	0
Collaborate with the district on resource allocations.	Principal	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize grant monies to tutor students who in the lowest 25th percentile.	Principal, Assistant Principal, Reading Leaders, ELL Specialist	9/25/2007	5/25/2008	Continuous Improvement Model	0
Coordinate efforts with Dade Partners to provide incentives for attendance and achievement.	Principal/Assistant Principal and Dade Partner Liaison	9/5/2007	5/25/2008	Improve Public Perception	0
Research available grants that may assist the school in gaining additional funding resources.	Principal, Assistant Principal, and Leadership Team	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

n/a

Professional Development

Review Return on Investment Index at Budget session presented to the Educational Excellence School Advisory Council

Evaluation

On the next State of Florida ROI index publication, Claude Pepper Elementary School will show progress toward improving its ranking.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommended continuing the emphasis on acquiring materials needed to implement the Houghton-Mifflin core reading program as well as materials to enhance instruction of FCAT strategies. In addition, a recommendation was made to support the integration of technology across the curriculum. Also recommended was the use of dollars to assist in the hiring of tutors for FCAT level 1 and 2 students. Furthermore, EESAC allocated funds for the Attendance Incentive Program.

Training:

The EESAC recommended staff development in the implementation of the district required reading series, and to expand the use of technology programs. The EESAC also recommended additional professional development activities in reading, mathematics, writing and science for all teachers in kindergarten through grade five, and has allocated funds to cover the cost of registration for professional conferences and workshops.

Instructional Materials:

The EESAC recommended purchase of manipulatives to support the increased use of hands-on experiential instruction. The EESAC allocated monies for each grade level to purchase consumable instructional materials and for matching funds for the media center.

Technology:

The EESAC recommended the school continue to purchase computers and appropriate supportive software for classroom minilabs. EESAC also recommended teacher training for the electronic gradebook. This effort will be continued by the school's microtechnician, the gradebook manager, and the gradebook teacher trainer.

Staffing:

The EESAC recommended the hiring of paraprofessionals to provide reading tutorials for FCAT Level 1 and 2 students.

Student Support Services:

The EESAC recommended a continued implementation of the Child Development Project and activities that provide students with opportunities to build character education and to contribute to a caring community of learners. In addition, EESAC recommended emphasis on narrative writing. EESAC also recommended that teachers focus more instructional emphasis on low Level 3 students as well as high Level 2 students.

Other Matters of Resource Allocation:

The EESAC recommended collaboration among faculty members to provide additional resources and workshops for parents in home learning support for reading, science, mathematics and FCAT strategies.

Benchmarking:



School Improvement Plan 2007-2008



The EESAC recommended the use of regional and district developed instructional focus calendars and assessments in each of the objective areas. EESAC made recommendations regarding the storage and analysis of collected data.

School Safety & Discipline:

The EESAC has provided input through ad hoc committees to enhance safety and discipline schoolwide. Recommendations included security badges for all personnel and a more stringent policy concerning visitors in the building. EESAC is also providing additional support for student uniform and attendance policies.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	19600
Mathematics	19600
Writing	900
Science	7600
Parental Involvement	0
Discipline & Safety	600
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	48300



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent