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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0831 - Claude Pepper Elementary School

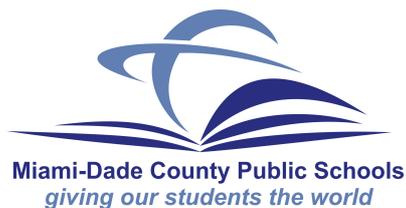
*FeederPattern:* Miami Sunset Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Angeles Fleites

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Claude Pepper Elementary School*

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Claude Pepper Elementary School is located in a suburban, middle class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school serves 1190 students from prekindergarten through fifth grade. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, Florida Comprehensive Assessment Test results, 2004-2005 School Improvement Plan results, the School Climate Survey, the Organizational Performance Self Assessment Survey, the System for Technology Accountability and Rigor Survey, the Miami-Dade County Public Schools Parent Survey 2005-2006, the 2004-2005 Percentage of Attendance Report, the 2004-2005 Physical Fitness - Test Summary, and the 2003-2004 School Return on Investment Index, Claude Pepper Elementary School in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as schoolwide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 73 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 65 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 95 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will maintain or exceed the mean scale score of 305 as documented by the 2006 FCAT Science Test.

Given schoolwide focus on providing volunteer opportunities, Claude Pepper Elementary parents will increase the amount of time spent in volunteering schoolwide, as evidenced by an increase of 3 percent in the total amount of logged hours as compared to last year's total hours of 4,267.

Given implementation of Claude Pepper Elementary's Attendance Action Plan, the student population will improve its attendance by one percentage point over the 95.11% score of the previous year as documented in the Percentage of Attendance Report.

Given increased schoolwide focus on expanding the use of technology, students in grades K through five will increase their use of computers as evidenced by an increase of ten percent in weekly hours logged into the computer lab when compared to last years weekly average of 19 hours.

Claude Pepper Elementary will achieve a 3% increase in award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Given increased focus on developing an appreciation for the arts integrated with the curriculum at least 10% of the students in grades three through five will participate in the Young Audiences' affiliate, Arts for Learning/Miami program.

Claude Pepper Elementary School will improve its rank on the State of Florida ROI index publication from the 69th percentile in 2003 to the 72nd percentile on the next publication of the index.

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 Limited English Proficient students 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 areas of Strategic Planning and Business with average scores of 4.0 and 4.1 respectively. More specifically, in the area of Strategic Planning, the item with the lowest score of 3.6 demonstrated that the school staff indicated that there is a greater need to ask for their ideas and feedback. This particular indicator was one of four items in the Strategic Planning category. In the area of Business results, the item with the lowest score of 3.6 demonstrated that the school staff indicated a need to know the financial status of the school. Both categories will be addressed by the Administration in collaboration with the Instructional Leadership Team and the Educational Excellence School Advisory Council. Greater emphasis will be placed on using grade level representatives and family representatives from the Educational Excellence School Advisory Council to solicit feedback on instructional decisions at our school. Furthermore, a budget training meeting has been scheduled to disseminate information regarding the school's budget.

## 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.

## 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*

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Claude Pepper Elementary School is located in a suburban, middle class, multiethnic community in the southwest section of Miami-Dade County, Florida. The school serves approximately 1190 students from prekindergarten through fifth grade. The school has programs dedicated to offering services to students with a variety of learning needs: Extended Foreign Language, English for Speakers of Other Languages (ESOL), Inclusion, Target (gifted), and Special Education programs.

Claude Pepper Elementary School has a student population consisting of 78.5 percent Hispanic, 10.3 percent White, seven percent Asian/Indian/Multiracial, and four percent Black. The school staff's ethnic breakdown is 50 percent Hispanic, 17 percent Black, 32 percent White, and one percent Asian/Indian/Multiracial. The percentage of students qualifying for free/reduced lunch is 49.1 percent. Fourteen percent of the population has been identified as Students with Disabilities, of which 57 percent are in inclusion programs. Thirteen percent of students are enrolled in the Extended Foreign Language Program. About 22.7 percent of the population has been identified as Limited English Proficient. Claude Pepper Elementary School's mobility index is 24, significantly higher than surrounding schools.

Three administrators, a principal, and two assistant principals serve as the instructional leaders of the school. There are forty-eight certified classroom teachers, of which four are teachers of Students with Disabilities. In addition, there are fourteen exceptional student education teachers, six Spanish language teachers, two teachers of English for Speakers of Other Languages, seven special area teachers, one media specialist, one science lab teacher, two counselors, one curriculum support specialist for Students with Disabilities and two for the general education population, eight full-time paraprofessionals, and five part-time paraprofessionals. Forty-five percent of teachers hold a Master's degree and twenty percent hold a Specialist degree. The student teacher ratios average 1:24 in kindergarten through third grade and 1:27 in fourth through fifth grade.

# *School Foundation*

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## ***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. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs.

Leadership scores from the Organizational Performance Self-Assessment Survey average 4.1 out of 5. Analysis of this data indicates that a majority of stakeholders agree that our school's mission is clearly communicated and the values evident in that mission are used to guide our instructional decisions.

## ***District Strategic Planning Alignment:***

The entire faculty and staff of Claude Pepper Elementary is familiar with the goals and objectives of the school improvement plan. Teams work together to analyze assessment data and to discuss best practices. Classroom teachers have the support of curriculum specialists in reading/language arts, mathematics, science and in exceptional student education. Special area teachers, P.E., music, art, Spanish, and ESOL incorporate FCAT skills and strategies into instruction in those subjects to support the school-wide goal of continuous improvement. The office staff is instrumental in contacting parents regarding attendance and tardies realizing the importance of attendance in achievement.

Strategic Planning scores from the Organizational Performance Self-Assessment Survey averaged 4.0 out of 5. Analysis of this data indicates that our staff knows how various parts of our organization affect our 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 at the beginning of the school year, pre-kindergarten and kindergarten orientations are held to welcome parents and students new to our school. Open House is held in two sessions to maximize parent opportunities to visit each of their children's classrooms. The PTA sponsors a volunteer breakfast early in the school year to solicit volunteers to work with classrooms and with the PTA on various committees. Our 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. Claude Pepper Elementary School serves as a teaching site for Barry University as well as a meeting site for professional organizations such as the Dade Reading Council. The community enjoys the benefits of using the school as a meeting place for the Boy and Girl Scouts of America. The school also serves as a voting precinct for all elections and as a hurricane shelter.

Customer and Market Focus scores from the Organizational Performance Self-Assessment Survey average 4.4 out of 5. This score indicates that a majority of our faculty agree that they communicate with our customers regularly about

what they need and want regarding our work.

### ***Faculty & Staff:***

Three administrators, a principal, and two assistant principals serve as the instructional leaders of the school. There are forty-eight certified classroom teachers, of which four are teachers of Students with Disabilities. In addition, there are fourteen exceptional student education teachers, six Spanish language teachers, two teachers of English for Speakers of Other Languages, seven special area teachers, one media specialist, one science lab teacher, two counselors, one curriculum support specialist for Students with Disabilities and two for the general education population, eight full-time paraprofessionals, and five part-time paraprofessionals. Forty-five percent of teachers hold a Master's degree and twenty percent hold a Specialist degree. Six teachers are Nationally Board certified and serve as mentors to others seeking this certification.

Claude Pepper Elementary has embraced the concept of Professional Learning Communities. All special area teachers support school improvement objectives through instructional practices in their subject areas. Our 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.

Evidence of our Professional Learning Community concept is supported by data gathered from the Organizational Performance Self-Assessment Survey. Human Resource Focus scores average 4.1 out of 5 indicating that a majority of our faculty agree that the people we work with cooperate as a team, that our supervisor cares about us and encourages our professional development.

### ***Data/Information/Knowledge Management:***

Claude Pepper Elementary School has initiated a systematic plan to enable teachers to engage in more effective data analysis. After inviting a representative from the Division of Performance Development to speak to our leadership team and to our faculty at large, teachers engaged in collaborative sessions where they analyzed real data and collectively made recommendations for instructional practice. This training was invaluable and has allowed our school to implement ongoing data analysis meetings as 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 Organizational Performance Self-Assessment Survey. Measurement, Analysis, and Knowledge Management scores average 4.4 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 (E.F.L.), English for Speakers of Other Languages (E.S.O.L.), Inclusion, and Exceptional Student Education (E.S.E.) resource programs and "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 (C.R.P.) and uses the following core texts: the Houghton-Mifflin reading program, the Scott-Foresman math program, the Harcourt Science program for grades one through five, and the Macmillan-McGraw Hill Science program for kindergarten. Furthermore, the Child Development Project (C.D.P.) is a character education philosophy that guides the delivery of curriculum at Claude Pepper Elementary.

Process Management scores from the Organizational Performance Self-Assessment Survey average 4.1 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, grade level and subject area 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 low. Both the attrition rate and mobility index are high compared to other elementary schools in the Feeder Pattern since the neighborhood tends to be somewhat transient as newcomers to Miami move out of rented apartments as they become more financially established. However Claude Pepper's test results compare favorably with those of the other elementary schools in the Feeder Pattern.

Business Results scores from the Organizational Performance Self-Assessment Survey averaged 4.1 out of 5. Analysis of this data indicates that despite our challenges, the faculty is satisfied with the level of excellence in our work.

## GOAL 1: READING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>	<input 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"/>

**GOAL 1 STATEMENT:**

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

**Needs Assessment**

The results from the 2004-2005 FCAT Reading Test show that 70% of students scored at or above grade level in reading, an increase of 4 percent from the previous year. In addition 71 percent of students showed learning gains, an increase of two percent from the previous year. Comparison of third grade Reading FCAT scores indicate an increase in students scoring at level 3, 4 and 5 by two percentage points and a decrease of students scoring level 1 and 2 by one percentage point. Comparison of fourth grade Reading FCAT scores indicate a decrease in students scoring at level 3, 4, and 5 by one percentage point and a decrease in students scoring at level 1 by five percentage points. Increased focused instruction needs to be placed on the students scoring in the lowest 25 percentile. Comparison of fifth grade Reading FCAT scores indicate an increase of students scoring at level 3, 4, and 5 by sixteen percentage points and a decrease of students scoring at level 1 and 2 by fifteen percentage points. Increased focused instruction needs to be placed on the students scoring in the lowest 25 percentile. Culling the data across grade levels shows evidence that the area of greatest need is Words/Phrases for grade 3, Reference/Research for grade 4, and Main Idea/Purpose for grade 5.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>												

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 73 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a rotating schedule to increase the use of Accelerated Reader and Academy of Reading in grades two through five, including Limited English Proficient students and Students with Disabilities.	Reading Coach	8/29/2005	5/26/2006
Continue to implement the philosophy and materials of the Child Development Project (CDP) to support character education through literature.	Reading Coach and Classroom Teachers	8/8/2005	5/26/2006
Provide in-school tutorial services for Level 1 students in grades three through five, including Limited English Proficient students and Students with Disabilities, a minimum of three times per week and monitor progress through the District Interim Assessments and the Houghton Mifflin Core Reading Program theme assessments.	Reading Coach and ESE Curriculum Specialist	9/5/2005	5/12/2006
Provide professional development activities in reading for selected teachers in kindergarten through grade five.	Reading Coach	8/8/2005	5/26/2006
Conduct workshops for parents of students in grades K through five to share strategies that can be used to support reading achievement through print information provided at these sessions.	Principal	9/12/2005	5/26/2006
Provide intensive instruction, in small groups or by individual students, through the Sunshine State Standards (SSS) Grade Level Expectations to targeted groups including Students with Disabilities and Limited English Proficient students on a daily basis.	Reading Coach and ESE Curriculum Specialist	8/8/2005	5/26/2006

## **Research-Based Programs**

Comprehensive K-12 District Research-Based Reading Plan (CRP)  
Houghton-Mifflin Core Reading Program  
Riverdeep  
Child Development Project (CDP)

## **Professional Development**

CRISS Training for selected teachers  
Houghton-Mifflin Core Reading Program training for selected teachers and administrators  
Riverdeep training for selected teachers  
Dade Reading Council Literacy Conference for selected teachers

## **Evaluation**

2006 FCAT results will be used to identify the percent of students achieving the state required mastery level.

Houghton Mifflin Core Reading Program theme assessments will be administered to monitor student progress and guide instructional practice.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be utilized as a screening for remedial placement in kindergarten through third grade as well as low-achieving fourth and fifth grade students.

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

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 2 STATEMENT:**

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

**Needs Assessment**

The results from the 2004-2005 FCAT Mathematics Test indicate that 76 percent of students had learning gains, demonstrating maintenance of percentage points from the previous year's administration. The percentage of students meeting high standards increased to 62 percent as compared to 61 percent on the previous year's administration. Comparison of fourth grade Mathematics FCAT scores indicate an increase of students scoring at level 1 and 2 by six percentage points, a decrease of students scoring at level 3 by ten percentage points, as well as an increase in students scoring at level 4 and 5 by 4 percentage points. Culling the data across grade levels shows evidence that the greatest need for improvement is Number Sense for third, fourth and fifth grades and Algebraic Thinking for third grade.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>												

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 65 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enable parents of students in kindergarten through fifth grade to become actively involved in their children's math education, as well as increase their awareness of the Sunshine State Standards, by conducting a Math Family Night Workshop and distributing print information on math activities for families to share.	Principal, Assistant Principal, and Math Facilitator	9/12/2005	5/24/2006
Provide professional development activities in mathematics for selected teachers in kindergarten through grade five.	Math Facilitator	9/12/2005	5/24/2006
Develop a rotating schedule for the computer lab to ensure access to supplemental software, such as FCAT Explorer and Riverdeep, for all students, including Limited English Proficient students and Students with Disabilities.	Assistant Principal and Math Facilitator	9/26/2005	5/24/2006
Continue to implement the philosophy and materials of the Child Development Project (CDP) to support character education through cooperative learning with mathematics related activities.	Math Facilitator and Classroom Teachers	8/8/2005	5/24/2006
Utilize teacher-developed hands-on activity packets based on the weekly mathematics Sunshine State Standard benchmarks.	Math Facilitator and Classroom Teachers	9/26/2005	5/19/2006
Provide intensive, tutorial instruction, in small groups or by individual students in grades three through five, in the SSS GLE's and monitor progress through the mathematics quarterly assessments.	Math Facilitator and ESE Curriculum Specialist	9/12/2005	5/24/2006

## **Research-Based Programs**

Scott-Foresman Mathematics Program

Riverdeep Program

## **Professional Development**

Provide training for selected teachers in Riverdeep.

Provide training for selected teachers in the Scott-Foresman Core Mathematics Program.

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

## **Evaluation**

2006 FCAT results will be used to identify the percent of students achieving the state required mastery level.

School developed weekly and quarterly assessments based on the Scott-Foresman Core Mathematics Program will be administered to monitor student progress and guide instructional practice.

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

## GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

**Needs Assessment**

Results from the 2005 FCAT Writing test indicated a total of improved performance of 94%. In addition it indicated that expository writing is a strength for higher scoring students while the lower scoring students had difficulty with the expository style. Furthermore, Limited English Proficient students' mean score on expository writing was 2.7 as compared to 4.1 for the general population.

FCAT Writing results indicate a need to focus writing instruction on organizational pattern and supporting details to help students transition from level 3 to level 4. Results also indicate that ESOL and Special Education classes should target writing instruction for the development of clear ideas or themes to improve focus.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>												

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 95 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for selected teachers in CRISS.	Assistant Principal and Reading Coach	10/3/2005	4/12/2006
Conduct workshops for parents of students in grades three through five to share strategies that can be used to support writing achievement through print information provided at these sessions.	Principal and Assistant Principal	9/12/2005	2/3/2006
Conduct pre and post-tests in expository writing in grades one through five to measure student growth.	Reading Coach	8/15/2005	5/5/2006
Conduct monthly prompts in both narrative and expository writing for teachers to analyze in order to direct instruction.	Reading Coach and Classroom teachers	9/5/2005	4/28/2006
Provide training for selected teachers in the Houghton-Mifflin core literacy program.	Assistant Principal and Reading Coach	7/26/2005	12/10/2005
Continue to implement the philosophy and materials of the Child Development Project (CDP) to support students' written responses to literature.	Classroom teachers	8/8/2005	5/24/2006
Provide monthly inservice for new teachers in FCAT writing strategies.	Reading Coach	9/7/2005	5/3/2006

## Research-Based Programs

Write Source Language Program from Great Source

Write Time for Kids

Houghton-Mifflin Core Reading Program

## **Professional Development**

CRISS training for selected teachers

Houghton-Mifflin Core Reading Program training for selected teachers

FCAT Writing training for selected teachers

## **Evaluation**

2006 FCAT Writing scores as well as pre and post FCAT Writing prompts will be used to evaluate student progress in writing.

Monthly FCAT Writing prompts will be used to guide instructional practice.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 4 STATEMENT:**

All students will increase their scientific knowledge.

### ***Needs Assessment***

The results of the 2005 FCAT Science test indicate that girls show particular weaknesses in Earth/Space and Life and Environmental content areas despite general gains in these areas. Student results showed moderate gains in Scientific Thinking that matched district and state results. However, based on our school's instructional model, this is an area that should show greater improvement. Furthermore, Limited English Proficient students scored a mean scale score of 255 as opposed to standard curriculum's score of 305.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will maintain or exceed the mean scale score of 305 as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the spiral approach to teaching the science process in kindergarten through grade five	Science Facilitator and Classroom Teachers	8/8/2005	5/24/2006
Create a Science Lab to implement use of school developed Science in a Box kits as well as Full Option Science System (F.O.S.S.) materials with students.	Principal and Science Facilitator	8/8/2005	5/24/2006
Promote parent participation through continued outreach activities such as PTA sponsored events, open classroom visitation, and breakfasts with the principal.	Principal and Science Facilitator	9/12/2005	5/24/2006
Continue to implement the philosophy and materials of the Child Development Project (CDP) to support character education through cooperative learning with science related activities.	Classroom Teachers	8/08/2005	5/24/2006
Implement a Science Fair to promote and encourage the use of the Scientific Method.	Science Facilitator and Classroom teachers	11/7/2005	2/24/2006
Enhance science curriculum instruction by identifying an Elementary Science Facilitator to provide hands-on science experiences for students and on-going support to the instructional staff.	Principal	8/4/2005	5/26/2006

### Research-Based Programs

Harcourt Science text

MacMillan-McGraw Hill Science text

Full Option Science System (F.O.S.S.)

## **Professional Development**

Provide Data Analysis training as it pertains to science data and instruction.

Provide training for selected teachers in the use of FOSS kits.

## **Evaluation**

2006 FCAT Science scores will be used to determine student progress.

Pre and post-test scores for fifth grade will be compared.

Rubrics will be used quarterly to assess growth in the scientific process of students in Kindergarten through grade five.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

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

**Needs Assessment**

Analysis of the 2005 Open House Parent Survey administered to parents indicates that "volunteer opportunities" was one of the most requested areas for information. An average of 19.5% of responses from the Open House Parent Surveys indicated an interest in volunteering at the school and as a field trip chaperone.

## Measurable Objective

Given schoolwide focus on providing volunteer opportunities, Claude Pepper Elementary parents will increase the amount of time spent in volunteering schoolwide, as evidenced by an increase of 3 percent in the total amount of logged hours as compared to last year's total hours of 4,267.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule child-centered afterschool events in order to involve parent volunteers.	Media Specialist, Volunteer Coordinator, PTA board members, Classroom Teachers	9/12/2005	5/24/2006
Host a Volunteer Orientation Breakfast to promote volunteer participation.	School Volunteer Coordinator	9/6/2005	9/6/2005
Distribute volunteer request forms to teachers to determine areas of need.	Volunteer Coordinator	9/27/2005	10/6/2005
Invite parents by letter to volunteer at various school activities, such as Fall Festival Night.	Volunteer Coordinator and Classroom Teachers	10/3/2005	10/28/2005
Publish a quarterly notice of school events which requires support from volunteers.	Volunteer Coordinator	10/11/2005	3/20/2006
Schedule PTA volunteer recruitment sessions in conjunction with scheduled school events.	PTA liaison	9/6/2005	3/20/2006
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.	Administrators and Classroom Teachers	9/12/2005	5/24/2006
Publish a monthly "Principal's Newsletter" to promote increased communication between school and home.	Principal and Assistant Principal	10/24/2005	5/1/2006

## Research-Based Programs

The Child Development Project (C.D.P.)

National Standards for P.T.A.

Families Building Better Readers

Just Read Families

## **Professional Development**

Host Volunteer Orientation to review volunteer policies, guidelines, and procedures of the district volunteer program.

Provide parent workshops in the areas of computer literacy and home learning activities.

Provide opportunities for parents to attend monthly EESAC meetings.

## **Evaluation**

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.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 6 STATEMENT:***

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

### ***Needs Assessment***

Claude Pepper Elementary is ranked 125th on the Percentage of Attendance Report for the 2004-2005 school year, a rank which is significantly lower than other schools in our feeder pattern.

## Measurable Objective

Given implementation of Claude Pepper Elementary's Attendance Action Plan, the student population will improve its attendance by one percentage point over the 95.11% score of the previous year as documented in the Percentage of Attendance Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/8/2005	5/24/2006
Recognize classes achieving "Perfect Attendance" on morning announcements.	Assistant Principal	8/8/2005	5/24/2006
Conduct parent meetings with the principal and/or designated assistant principal for parents of those students who have more than five unexcused and/or ten accumulated absences/tardies.	Principal and Assistant Principal	8/8/2005	5/24/2006
Initiate home visits by the administrative team or school social worker after 7 absences.	Principal	8/8/2005	5/24/2006
Staff will call parents to determine the reason for excessive absences and to remind parents that a note is required for excused absences.	Office Staff	8/8/2005	5/24/2006
Teachers will send written reminder of the attendance policy, call students who are absent for two or more days, and refer any student with excessive absences or tardies to the assistant principal.	Classroom Teachers	8/8/2005	5/24/2006
Implement a "Perfect Attendance" incentive program where the number of days that classes achieve "100% Attendance" is monitored and recognized.	Principal and Assistant Principal	8/8/2005	5/24/2006

### Research-Based Programs

The Child Development Project (C.D.P.)

## **Professional Development**

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

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

## **Evaluation**

Results from the 2005-2006 Percentage Attendance Report will be analyzed to determine whether the percentile rank has increased to 96.11%.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 7 STATEMENT:***

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

### ***Needs Assessment***

Analysis of data from the 2004 STAR School Profile indicated that Claude Pepper Elementary had a significantly higher score of 3.1 on Teacher Use of Technology as compared to the district and state average of 2.2. However, Claude Pepper had a significantly lower score of 1.3 on Instructional Technology and Support and 1.5 on Funding as compared to a district and state average of 2.2.

## Measurable Objective

Given increased schoolwide focus on expanding the use of technology, students in grades K through five will increase their use of computers as evidenced by an increase of ten percent in weekly hours logged into the computer lab when compared to last years weekly average of 19 hours.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train teachers on the use of Internet applications such as online databases.	Media Specialist	11/2/2005	11/2/2005
Administer a survey to measure teachers' comfort level with using technology with their classes.	Assistant Principal	10/14/2005	11/3/2005
Assess the need for the replacement of out-dated hardware in order to facilitate integration of technology into the daily curriculum.	Computer Technician	10/11/2005	10/18/2005
Train selected teachers on the use of Riverdeep to enhance knowledge of the program and encourage use of the computer lab.	Reading Coach, Math Facilitator and Riverdeep representative	10/4/2005	1/27/2006
Train students on the use of TumbleBooks, Grolier Online Kids, Riverdeep, and FCAT Explorer.	Media Specialist and Reading Coach	10/24/2005	12/14/2005
Develop a rotating schedule to ensure equal access to the computer lab for all students in grades K through five.	Assistant Principal and Reading Coach	10/3/2005	5/24/2006

## Research-Based Programs

Riverdeep

Research for linking computer use and educational reform from TERC (<http://www.terc.edu/handson/f97/digital.html>)

## Professional Development

Teacher training sessions on using school-based applications with students.

Teacher training sessions on using Internet based applications with students.

## **Evaluation**

Sign-in sheets will be collected to determine a total weekly average of hours that students spend using the computer lab.

Sign-in sheets will be monitored throughout the year to measure progress towards this objective.

Survey results will be used to monitor teacher accessibility to schoolwide technology.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 8 STATEMENT:**

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

**Needs Assessment**

FITNESSGRAM assessment data for 2004-2005 show that 71 percent of students were award winners. This score falls between the scores of neighboring schools.

## Measurable Objective

Claude Pepper Elementary will achieve a 3% increase in award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Assistant Principal and P.E. teachers	8/8/2005	5/24/2006
Select instructional activities specifically related to areas of need identified by the FITNESSGRAM baseline data.	P.E. teachers	10/31/2005	5/24/2006
Develop long-range plan to ensure coverage of all identified areas of need.	P.E. teachers	10/31/2005	11/7/2005
Administer pretest to second grade students and students new to Claude Pepper Elementary.	P.E. teachers	10/17/2005	10/28/2005
Share fitness objectives and activities with PreK through first grade teachers who are responsible for the instruction of physical education to their classes.	P.E. teachers and Assistant Principal	11/16/2005	11/30/2005

## Research-Based Programs

n/a

## Professional Development

Schedule training for the use of FITNESSGRAM.

Schedule FITNESSGRAM presentation for K-5 classroom teachers at a faculty meeting.

## Evaluation

Scores from the post-test will be compared to the baseline data.

Quarterly reports from the FITNESSGRAM software will be used to monitor progress toward the objective.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 9 STATEMENT:**

Students will develop an appreciation for the arts through expanded curricular offerings.

**Needs Assessment**

The school activities calendar data offers evidence that expanded and extra curricular offerings exist in the areas of music, social studies and photography. There is a need to offer expanded and extra curricular activities in the arts. This year Claude Pepper Elementary will establish baseline data in order to make future comparisons.

## Measurable Objective

Given increased focus on developing an appreciation for the arts integrated with the curriculum at least 10% of the students in grades three through five will participate in the Young Audiences' affiliate, Arts for Learning/Miami program.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide weekly common planning time for the teachers involved in the Arts for Learning/Miami program.	Assistant Principal	9/14/2005	5/24/2006
Provide student art work for display in the office on a monthly basis.	Art Teacher and Select Classroom Teachers	10/26/2005	5/24/2006
Create art displays for school curriculum fairs and school cultural events.	Art Teacher and Select Classroom Teachers	10/26/2005	5/24/2006
Allow opportunities for professional development activities in the arts for select teachers.	Principal and Assistant Principal	10/11/2005	5/24/2006
Provide opportunities for students to visit art museums in South Florida.	Art Teacher and Select Classroom Teachers	11/1/2005	5/24/2006

## Research-Based Programs

N/A

## Professional Development

Select teachers will participate in professional development institute classes conducted by the Arts for Learning/Miami organization.

## Evaluation

Weekly student sign-in logs will be collected on a quarterly basis to calculate the number of students participating in the Arts for Learning/Miami program.

Weekly lesson plans will be monitored on a quarterly basis to assess progress towards this objective.

Displays of artwork created as a result of participation in this program will be monitored on a monthly basis to assess progress towards this objective.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **GOAL 10 STATEMENT:**

Claude Pepper Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicated that in 2003, Claude Pepper Elementary ranked at the 69th percentile on the State of Florida ROI index.

## Measurable Objective

Claude Pepper Elementary School will improve its rank on the State of Florida ROI index publication from the 69th percentile in 2003 to the 72nd percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Present information about the use of financial resources in relation to school programs.	Principal	11/15/2005	11/15/2005
Collaborate with the district on resource allocation.	Principal	8/4/2005	5/26/2006
Utilize grant monies to tutor the students who fall in the lowest 25 percentile.	Curriculum specialists	9/6/2005	5/24/2006
Coordinate efforts with Dade Partners to provide incentives for attendance and achievement.	Assistant Principal and Dade Partner Liaison	9/20/2005	5/24/2006
Develop a grant writing team to research available funding sources.	Curriculum specialists	9/21/2005	5/24/2006

## 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 will show progress toward reaching the 90th percentile.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

### ***Budget:***

The EESAC recommended continuing the emphasis on acquiring materials needed to implement the Houghton-Mifflin core reading program as well as the practice 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.

### ***Training:***

The EESAC recommended staff development in the implementation of the new district required reading series, and to expand the use of technology programs. The EESAC also recommended further professional development activities in reading, mathematics, writing and science for all teachers in kindergarten through grade five.

### ***Instructional Materials:***

The EESAC recommended purchase of manipulatives to support the increased use of hands-on experiential instruction. The EESAC also recommended the purchase of Time for Kids for students at all grade levels.

### ***Technology:***

The EESAC recommended to continue to purchase computers and appropriate supportive software for classroom minilabs, and to make teacher training available, spearheaded by the school's microtechnician and the technology committee.

### ***Staffing:***

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

***Student Support Services:***

The EESAC recommended that second grade teachers be assisted in the identification and referral of low-performing students so that accommodations are in place for third grade instruction and testing. The EESAC also recommended a continued emphasis on the Child Development Project and on activities that provide students with opportunities to build character education and to contribute to a caring community of learners. In addition, EESAC recommended character education training for parents during quarterly Breakfast with the Principal events.

***Other Matters of Resource Allocation:***

The EESAC recommended an increased emphasis in providing additional resources to provide workshops for parents in home learning support for reading and mathematics.

***Benchmarking:***

The EESAC recommended the development of formative assessments in each of the objective areas.

***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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*