
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Claude Pepper Elementary School

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 998 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, 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 2005-2006 Percentage of Attendance Report, the 2005-2006 FitnessGram Results, and the 2004-2005 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 2006-2007 school year.

Given instruction based on the Sunshine State Standards, 77% of students in grades three through five will score a Level 3 or higher as documented by the scores on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 79% of students in grades three through five will score at Level 3 or above as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 90% of students in grade four will score 3.5 or above on the 2007 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, 50% of students in grade five will score Level 3 or higher on the 2007 FCAT Science Test.

Given schoolwide focus on providing volunteer opportunities, Claude Pepper Elementary parents will increase the amount of time spent volunteering schoolwide, as evidenced by an increase of one percent in the total amount of logged hours as compared to last year's total hours of 6,915.

Given implementation of Claude Pepper Elementary's Attendance Action Plan, the student population will improve its attendance by one percentage point over the 94.65% score of the previous year as documented by the Percentage of Attendance Report.

Given increased schoolwide focus on expanding the use of technology, all instructional teachers will implement the district electronic gradebook.

Given instruction based on the Sunshine State Standards, 77.4 percent of students will be award recipients as measured by the FITNESSGRAM.

Given increased focus on developing an appreciation for the arts integrated with the curriculum, at least 11 percent of the students in grades three through five will participate in art and music mini-workshops.

Claude Pepper Elementary School will improve its rank on the State of Florida ROI index publication from the 60th percentile in 2004-2005 to the 61st 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 area of Business Results. Specifically, the items with the lowest scores were budget information and removal of obstacles with scores of 3.3 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. Greater emphasis will be placed on using professional conversations in our small learning communities as well as at Educational Excellence School Advisory Council meetings 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

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 998 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 percent Hispanic, 10 percent White, seven percent Asian/Indian/Multiracial, and four percent Black. The school staff's ethnic breakdown is 56 percent Hispanic, 15 percent Black, 27 percent White, and two percent Asian/Indian/Multiracial. The percentage of students qualifying for free/reduced lunch is 49.2 percent. The Students with Disabilities population is 11 percent, of which 47 percent are in inclusion programs. The percentage of students enrolled in the Extended Foreign Language Program is 13.7. The percentage of students identified as Limited English Proficient is 23.1. Claude Pepper Elementary School's mobility index is 26, which is an increase from last year.

Two administrators, a principal and one assistant principal, serve as the instructional leaders of the school. There are fifty-four certified classroom teachers, of which six are teachers of Students with Disabilities. In addition, there are eleven exceptional student education teachers, five Spanish language teachers, one teacher of English for Speakers of Other Languages, six special area teachers, one media specialist, two counselors, one program specialist and one curriculum support specialist for Students with Disabilities, nine full-time paraprofessionals, and ten part-time paraprofessionals. Forty percent of teachers hold a Master's degree and eighteen percent hold a Specialist degree. The student teacher ratio is 1:17.

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 Organizational Performance Self-Assessment Survey average 4.5 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. Small learning communities work together to analyze assessment data and to discuss best practices. Teachers of students with disabilities and inclusion teachers have the support of a curriculum specialist and a program specialist. 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. 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 Organizational Performance Self-Assessment Survey averaged 4.2 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, 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. 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 Organizational Performance Self-Assessment Survey average 4.5 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:

Two administrators, a principal and an assistant principal serve as the instructional leaders of the school. There are fifty-four certified classroom teachers, of which six are teachers of Students with Disabilities. In addition, there are eleven special education teachers, five Spanish language teachers, one teacher of English for Speakers of Other Languages, six special area teachers, one media specialist, two counselors, one curriculum support specialist and one program specialist for Students with Disabilities, nine full-time paraprofessionals, and ten part-time paraprofessionals. Forty percent of teachers hold a Master's degree and eighteen 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 4.2 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 4.5 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 (E.F.L.), English for Speakers of Other Languages (E.S.O.L.), Inclusion, 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 (C.R.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 4.2 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 low. Both the attrition rate and mobility index are higher compared to the pervious year, indicating the transient nature of our surrounding neighborhood. 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 4.2 out of 5. Analysis of this data indicates that despite our challenges, the faculty is satisfied with the level of excellence in our work.

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 checked="" 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 2005-2006 FCAT Reading Test show that 76 percent of students scored at or above grade level in reading, an increase of 6 percent from the previous year. In addition 71 percent of students showed learning gains. Comparison of third grade Reading FCAT scores indicate an increase in students scoring at Level 3 and above by eleven percentage points and a decrease of students scoring Level 1 and 2 by twelve percentage points. Comparison of fourth grade Reading FCAT scores indicate an increase in students scoring at Level 3 and above by six percentage points and a decrease in students scoring at Level 1 and 2 by five percentage points. Comparison of fifth grade Reading FCAT scores indicate an increase of students scoring at Level 3 and above by three percentage points and a decrease of students scoring at Level 1 and 2 by four percentage points. Continued focus of instruction needs to be placed on the students scoring in the lowest 25th percentile. Culling the data across grade levels shows evidence that the area of greatest need is Comparisons for grade 3, Words/Phrases and Main Idea/Purpose for grade 4, and shows a modest decrease in all content clusters in 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 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 77% of students in grades three through five will score a Level 3 or higher as documented by the scores on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development activities in reading for selected teachers in kindergarten through grade five in the areas of Words/Phrases, Main Idea/Purpose, and Comparisons.	Reading Leader	9/18/2006	5/11/2007	Continuous Improvement Model	\$0.00
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 two times per week and monitor progress through the District Interim Assessments and the Houghton Mifflin Core Reading Program theme assessments.	Reading Leader and ESE Curriculum Specialist	9/5/2006	5/11/2007	Continuous Improvement Model	\$16500.00
Share effective instructional practices and collaborate to analyze data as part of implementing the continuous improvement model at grade level meetings.	Grade level Chair, classroom teachers and Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Continue to implement the philosophy and materials of the Child Development Project (CDP) to support character education through literature.	Assistant Principal and Classroom Teachers	8/11/2006	5/25/2007	School-to-Career	\$0.00
Implement attendance incentive program to increase the hours of reading instruction that students receive.	Attendance Committee, classroom teachers, and Assistant Principal	9/5/2006	5/25/2007	School-to-Career	\$0.00
Administer and analyze weekly "cold read" tests based on specific reading benchmarks to students in grades 2 through 5.	Reading Leader, classroom teachers and Assistant Principal	8/21/2006	4/27/2007	Continuous Improvement Model	\$0.00
Provide intensive instruction, in small groups or by individual students, through the Sunshine State Standards (SSS) Grade Level Expectations to Limited English Proficient students.	Reading Leader, ESOL Chair, classroom teachers and Assistant Principal	9/11/2006	5/11/2007	District-wide literacy plan	\$7000.00
Schedule common planning time to facilitate implementation of the continuous improvement model.	Scheduling Committee and Assistant Principal	7/24/2006	8/14/2006	Continuous Improvement Model	\$0.00

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 Leader	8/29/2006	5/25/2007	Continuous Improvement Model	\$0.00
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	9/11/2006	5/11/2007	Community Partnerships	\$0.00
Provide enrichment in reading skills for selected students through participation in the Academic Excellence Program.	AEP teachers	9/11/2006	5/3/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

Continuous Improvement Model training
CRISS Training for selected teachers
Houghton-Mifflin Core Reading Program training for selected teachers and administrators in the areas of Words/Phrases, Main Idea/Purpose, and Comparisons
Riverdeep training for selected teachers
Dade Reading Council Literacy Conference for selected teachers

Evaluation

2007 FCAT results will be used to identify the percent of students achieving the state required mastery level.

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

"Cold Read" tests will be administered weekly to grades two through five with specific emphasis placed on Words/Phrases, Main Idea/Purpose, and Comparisons.

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 checked="" 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 2 STATEMENT:

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

Needs Assessment

The results from the 2006-2007 FCAT Mathematics Test indicate that 79 percent of students had learning gains, demonstrating a three percent increase from the previous year's administration. The percentage of students meeting high standards increased to 78 percent as compared to 70 percent on the previous year's administration. All grade levels show a decrease in the number of students scoring at Level 1. Grade three had a significant increase in the percentage of students achieving Level 4, grade four had increases in the percentage of students scoring at Levels 3, 4 and 5. Fifth grade, however, had a decrease in the number of students scoring Level 4, a modest gain in students scoring Level 5 and no movement at Levels 2 and 3. Culling the data across grade levels shows evidence that the greatest need for improvement is Data Analysis for third, fourth and fifth grades and Algebraic Thinking for fifth grade.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 79% of students in grades three through five will score at Level 3 or above as documented by scores on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	9/11/2006	5/25/2007	School-to-Career	\$0.00
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	8/21/2006	5/25/2007	Small Learning Communities	\$0.00
Share effective instructional practices and collaborate to analyze data as part of implementing the continuous improvement model at grade level meetings.	Grade level Chair, classroom teachers and Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Schedule common planning time to facilitate implementation of the continuous improvement model.	Scheduling Committee and Assistant Principal	7/24/2006	8/14/2006	Continuous Improvement Model	\$0.00
Implement attendance incentive program to increase the hours of mathematics instruction that students receive.	Attendance Committee, classroom teachers and Assistant Principal	9/05/2006	5/25/2007	School-to-Career	\$0.00
Provide intensive instruction, in small groups or by individual students, through the Sunshine State Standards to Limited English Proficient students.	ESOL Chair, classroom teachers and Assistant Principal	9/11/2006	5/11/2007	Continuous Improvement Model	\$7000.00
Provide in-school tutorial services for Level 1 students in grades 3 through 5, including Limited English Proficient students and Students with Disabilities, a minimum of two times per week and monitor progress through the District Interim Assessments based on the Sunshine State Standards and the Scott Foresman Core Mathematics Program assessments.	Math Facilitator, ESE Curriculum Specialist and Assistant Principal	9/11/2006	5/25/2007	Continuous Improvement Model	\$16500.00
Enable parents of students in kindergarten through fifth grade to become actively	Principal, Assistant Principal, and Math	9/12/2006	5/25/2007	Community Partnerships	\$0.00

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.	Facilitator				
Provide professional development activities in mathematics for selected teachers in kindergarten through grade five with emphasis on Data Analysis and Algebraic Thinking.	Math Facilitator	9/18/2006	5/25/2007	Continuous Improvement Model	\$0.00
Provide enrichment in mathematics skills for selected students through participation in the Academic Excellence Program.	AEP teachers	9/11/2006	5/3/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott-Foresman Mathematics Program

Riverdeep Program

Professional Development

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

2007 FCAT results will be used to identify the percent of students achieving the state required mastery level.

District Interim Assessments will be administered three times per year.

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.

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 checked="" 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 type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Results from the 2006 FCAT Writing+ test indicated 89 percent of students scored 3.5 or above, a 5 percent increase from the 2005 FCAT Writing+ test. In addition it indicated that expository writing is a strength with 93 percent scoring 3.5 or above compared to 69 percent in narrative. These results indicate that further instruction should be concentrated on developing narrative writing skills. Multiple choice items from FCAT Writing+ indicate the area of greatest need for instruction is conventions.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 90% of students in grade four will score 3.5 or above on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Share effective instructional practices and collaborate to analyze data as part of implementing the continuous improvement model at grade level meetings.	Grade level Chair, classroom teachers and Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
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	9/25/2006	2/02/2007	Community Partnerships	\$0.00
Continue to implement the philosophy and materials of the Child Development Project (CDP) to support students' written responses to literature.	Classroom teachers	8/14/2006	5/25/2007	Small Learning Communities	\$0.00
Conduct pre and post- FCAT writing tests in grades one through five to measure student growth.	Reading Leader and classroom teachers	9/05/2006	5/25/2007	Continuous Improvement Model	\$0.00
Implement attendance incentive program to increase the hours of writing instruction that students receive.	Attendance Committee, classroom teachers and Assistant Principal	8/14/2006	5/25/2007	School-to-Career	\$0.00
Provide training for selected teachers in CRISS.	Assistant Principal and Reading Leader	10/3/2006	4/12/2007	District-wide literacy plan	\$0.00
Conduct monthly writing prompts in grades 1-5, with increased focus on the narrative style, to monitor progress and guide instruction.	Reading Leader and Classroom teachers	9/5/2006	4/25/2007	Continuous Improvement Model	\$0.00
Schedule common planning time to facilitate implementation of the continuous improvement model.	Scheduling Committee and Assistant Principal	7/24/2006	8/14/2006	Continuous Improvement Model	\$0.00
Provide training for selected teachers in the Houghton-Mifflin core literacy program with emphasis placed on the writing of narratives and the use of conventions.	Assistant Principal and Reading Leader	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Write Source Language Program from Great Source

Write Time for Kids

Houghton-Mifflin Core Reading Program

Professional Development

Continuous Improvement Model training

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

2007 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 and monitor student progress.

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 checked="" 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 type="checkbox"/>

GOAL 4 STATEMENT:

All students will increase their scientific knowledge.

Needs Assessment

The results of the 2006 FCAT Science test indicate that 38 percent of students scored at a Level 3 or above, In addition scores showed a decrease in the content clusters of Physical/Chemical, Earth/Space, and Life/Environmental. Scores showed no change in Scientific Thinking. However, the mean scale score of 305 exceeded state, district and the previous year's score of 297. The data from the 2006 administration of the FCAT Science test indicate that Earth/Space Science is the weakest area with students scoring only 50 percent correct. Furthermore, a comparison of last year's results shows that the biggest decrease was in Life/Environmental Science. Therefore the percent of instructional time devoted to Earth/Space and Life/Environmental Science needs to be increased.

Measurable Objective

Given instruction based on the Sunshine State Standards, 50% of students in grade five will score Level 3 or higher on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the spiral approach to teaching the science process in kindergarten through grade five	Science Chair and Classroom Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Use school developed Science in a Box kits and Full Option Science System (F.O.S.S.) materials in the science lab.	Science Chair and classroom teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Promote parent participation through continued outreach activities such as PTA sponsored events, open classroom visitation, and breakfasts with the principal.	Principal and Science Chair	9/25/2006	5/25/2007	Community Partnerships	\$0.00
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	8/14/2006	5/25/2007	Small Learning Communities	\$0.00
Implement attendance incentive program to increase the hours of science instruction that students receive.	Attendance Committee, classroom teachers, and Assistant Principal	9/05/2006	5/30/2007	School-to-Career	\$0.00
Host a Science Night to promote parent involvement and awareness of their child's science education.	Science Chair and Classroom teachers	8/14/2006	4/20/2007	District Strategic Plan	\$0.00
Provide intensive instruction, in small groups or by individual students, through the Sunshine State Standards to Limited English Proficient students.	ESOL Chair, classroom teachers and Assistant Principal	9/11/2006	5/11/2007	Continuous Improvement Model	\$7000.00
Provide professional development activities in science for selected teachers in kindergarten through grade five with emphasis on Earth/Space and Life/Environmental Science.	Science Chair and Assistant Principal	10/2/2006	1/29/2007	Continuous Improvement Model	\$0.00
Provide enrichment in science skills for selected students through participation in the Academic Excellence Program.	AEP teachers	9/11/2006	5/3/2007	Continuous Improvement Model	\$0.00

Schedule common planning time to facilitate implementation of the continuous improvement model.	Scheduling Committee and Assistant Principal	7/24/2006	8/14/2006	Continuous Improvement Model	\$0.00
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Research-Based Programs

Harcourt Science text
 MacMillan-McGraw Hill Science text
 Full Option Science System (F.O.S.S.)

Professional Development

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

Evaluation

2007 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"/>

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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 2006 Open House Parent Survey administered to parents indicates that "chaperone" and "tutorial services" were the most requested areas for information, with 66 requests each.

Measurable Objective

Given schoolwide focus on providing volunteer opportunities, Claude Pepper Elementary parents will increase the amount of time spent volunteering schoolwide, as evidenced by an increase of one percent in the total amount of logged hours as compared to last year's total hours of 6,915.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Distribute volunteer request forms to teachers to determine areas of need.	Volunteer Coordinator	9/5/2006	9/8/2006	Community Partnerships	\$0.00
Invite parents by letter to volunteer at various school activities, such as Fall Festival Night and the Scholastic Book Fair.	Volunteer Coordinator and Classroom Teachers	9/12/2006	05/25/2007	Community Partnerships	\$0.00
Notify parents of school events which require support from volunteers through ConnectEd and/or written communication.	Principal and Volunteer Coordinator	9/5/2006	5/25/2007	Community Partnerships	\$0.00
Recruit parent volunteers at scheduled school events.	Volunteer Coordinator	9/12/2006	5/25/2007	Community Partnerships	\$0.00
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	9/12/2006	9/13/2006	Community Partnerships	\$0.00
Host a Volunteer Orientation Breakfast to promote volunteer participation.	Volunteer Coordinator	9/25/2006	9/25/2006	Community Partnerships	\$0.00
Utilize ConnectEd to promote increased communication between school and home.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Schedule child-centered afterschool events in order to involve parent volunteers.	Media Specialist, Volunteer Coordinator, PTA board members, Classroom Teachers	9/11/2006	5/25/2007	Community Partnerships	\$0.00
Design, in collaboration with the Bilingual Parent Outreach Program, evening workshops for bilingual parents on the subjects of FCAT Home Learning Strategies and Immigration.	Principal and Bilingual Chair	10/2/2006	4/27/2007	Community Partnerships	\$0.00

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 focused on strategies to support students in various academic areas.

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 142nd on the Percentage of Attendance Report for the 2005-2006 school year. This ranking is five places lower than for the 2004-2005 school year.

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 94.65% score of the previous year as documented by the Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	9/5/2006	5/30/2007	School-to-Career	\$200.00
Recognize classes achieving "Perfect Attendance" on morning announcements.	Assistant Principal	9/5/2006	5/30/2007	School-to-Career	\$0.00
Implement a "Perfect Attendance" incentive program where the number of days that classes achieve "100% Attendance" is monitored and recognized.	Principal and Assistant Principal	9/5/2006	5/30/2007	School-to-Career	\$0.00
Reward attendance in school by drawing 5 student names on morning announcements and having those students visit the principal's "Treasure Chest".	Principal, Assistant Principal, Media Specialist	9/25/2006	5/30/2007	Continuous Improvement Model	\$300.00
Conduct parent meetings with the principal and/or assistant principal for parents of those students who have more than five unexcused and/or ten accumulated absences/tardies.	Principal and Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Initiate home visits by the administrative team or school social worker after 7 absences.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
School personnel will call parents to determine the reason for excessive absences and to remind parents that a note is required for excused absences.	School Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Teachers will send written reminder of the attendance policy, call students who are absent for more than one day, and refer any student with excessive absences or tardies to the assistant principal.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Begin fantasy character appearances on morning announcements to celebrate	Attendance Committee	9/5/2006	5/30/2007	Continuous Improvement Model	\$0.00

achieving a 98% attendance rate for 5 cumulative days.					
Use ConnectEd to contact parents about the school's attendance policy as well as individual student attendance issues.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

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 attitudes toward school.

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

Evaluation

Results from the 2006-2007 Percentage Attendance Report.

Results of the 2006-2007 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.

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.)

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

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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, all instructional teachers will implement the district electronic gradebook.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assess the need for the replacement of out-dated hardware in order to facilitate integration of technology into the daily curriculum.	Computer Technician	8/14/2006	10/27/2006	District Strategic Plan	\$0.00
Train selected teachers on the use of electronic gradebook.	Gradebook Manager and Teacher Trainer for electronic gradebook.	10/9/2006	10/19/2006	District Strategic Plan	\$0.00
Coordinate efforts with PTA to fundraise for purchase of more computers for school use.	PTA Vice President for Fundraising and Principal	9/13/2006	5/25/2007	Community Partnerships	\$0.00
Schedule common planning time to facilitate access to electronic gradebook in the computer lab.	Assistant Principal and Scheduling Committee	8/10/2006	9/6/2006	District Strategic Plan	\$0.00
Provide instructional technology support to teachers on a rotating schedule.	Computer Technician and Teacher Trainer	8/21/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Tetreault, D. 2002. An Evaluation of the Excelsior Pinnacle System Electronic Gradebook (Gradebook2) in Miami-Dade County Public Schools. Columbia, S.C.

Professional Development

Teacher training sessions on using the electronic gradebook.

Evaluation

All instructional teachers will use electronic gradebook by the third quarter, as evidenced by report cards generated from the software application.

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 2005-2006 show that 76.4 percent of students were award winners.

Measurable Objective

Given instruction based on the Sunshine State Standards, 77.4 percent of students will be award recipients as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Scheduling Committee, Assistant Principal and P.E. teachers	8/14/2006	8/22/2006	District Strategic Plan	\$0.00
Select instructional activities specifically related to areas of need identified by the 2006 FITNESSGRAM scores.	P.E. teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop long-range plan to ensure coverage of all identified areas of need.	P.E. teachers	8/14/2006	4/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	9/29/2007	Continuous Improvement Model	\$0.00
Integrate nutritional activities utilizing The Miami Herald Newspaper in Education resources to support fitness objectives.	NIE coordinator and PE teachers	9/18/2006	12/8/2006	Community Partnerships	\$0.00

Research-Based Programs

n/a

Professional Development

Schedule training regarding FITNESSGRAM for selected teachers.

Evaluation

2007 FITNESSGRAM scores will be compared to those from the previous year.
Compare pre and post test scores on the Nutrition/Fitness Awareness test.

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 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 offers evidence that extra curricular offerings exist in the areas of chorus and science. There is a need to offer expanded extra curricular activities in the visual and performing arts.

Measurable Objective

Given increased focus on developing an appreciation for the arts integrated with the curriculum, at least 11 percent of the students in grades three through five will participate in art and music mini-workshops.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide student art work for display in the office on a monthly basis.	Art Teacher and Select Classroom Teachers	10/26/2006	5/25/2007	Expanding arts opportunities	\$0.00
Provide common planning time for the teachers involved in the art mini-workshops.	Assistant Principal	9/5/2006	5/25/2007	Expanding arts opportunities	\$0.00
Allow opportunities for professional development activities in the arts for select teachers.	Principal and Assistant Principal	9/5/2006	5/25/2007	Expanding arts opportunities	\$0.00
Create art displays and music performances for school cultural events.	Art Teacher and Select Classroom Teachers	10/26/2006	5/25/2007	Expanding arts opportunities	\$0.00
Continue instruction in the ukulele, drums, and bells with selected teachers.	Music and select classroom teachers	9/11/2006	5/25/2007	Expanding arts opportunities	\$2000.00

Research-Based Programs

N/A

Professional Development

Attend Florida Music Educators Association Conference.

Attend Florida Grant Opera Teachers Workshop.

Participate in IDEA Impact II EXPO for integration of science and music.

Participate in Very Special Arts Florida.

Attend Art Education Conference.

Evaluation

Class rosters will be collected to calculate the number of students participating in the art and music mini-workshops.

Artwork created as a result of participation in this program will be displayed periodically to indicate progress towards this objective.

Musical presentations will be performed periodically to showcase developing skills with the ukulele, drums, and bells.

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 2005, Claude Pepper Elementary ranked at the 60th 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 60th percentile in 2004-2005 to the 61st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Present information about the use of financial resources in relation to school programs.	Principal	11/21/2006	11/21/2006	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation.	Principal	8/10/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize grant monies to tutor the students who fall in the lowest 25 percentile.	Assistant Principal, Reading Leader, and ESOL Chair	8/30/2006	5/25/2007	Continuous Improvement Model	\$0.00
Coordinate efforts with Dade Partners to provide incentives for attendance and achievement.	Assistant Principal and Dade Partner Liaison	9/5/2006	5/25/2007	Community Partnerships	\$0.00
Research available grants that may assist the school in gaining additional funding resources.	Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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

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. 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 further professional development activities in reading, mathematics, writing and science for all teachers in kindergarten through grade five, and has allocated money for payment 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.

Technology:

The EESAC recommended continued purchase of computers and appropriate supportive software for classroom minilabs. EESAC also recommended making teacher training available for the electronic gradebook. This effort will be 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 periodic Breakfast with the Principal events.

Other Matters of Resource Allocation:

The EESAC recommended collaboration with the Bilingual Parent Outreach Program in order to provide additional resources and workshops for parents in home learning support for reading and mathematics, FCAT strategies, and immigration issues.

Benchmarking:

The EESAC recommended the continued use of formative assessments in each of the objective areas. Furthermore, recommendation was made to review the efficacy of developed instruments.

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 uniform and attendance policies.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$23,500.00
Goal 2: Mathematics	\$23,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$7,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$56,500.00

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:

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