

Miami-Dade County Public Schools

# CLAUDE PEPPER ELEMENTARY SCHL



2025-26 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 2

    A. School Mission and Vision ..... 2

    B. School Leadership Team, Stakeholder Involvement and SIP  
    Monitoring ..... 2

    C. Demographic Data..... 6

    D. Early Warning Systems ..... 7

II. Needs Assessment/Data Review ..... 10

    A. ESSA School, District, State Comparison ..... 11

    B. ESSA School-Level Data Review ..... 12

    C. ESSA Subgroup Data Review ..... 13

    D. Accountability Components by Subgroup..... 14

    E. Grade Level Data Review ..... 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment ..... 25

V. Title I Requirements (optional)..... 30

VI. ATSI, TSI and CSI Resource Review ..... 36

VII. Budget to Support Areas of Focus ..... 37

## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Claude Pepper Elementary School is to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential.

### Provide the school's vision statement

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The vision of Claude Pepper Elementary School is to foster inspired, valued, educated, and empowered students thriving in and beyond the classroom.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Dr. Annette M. Diaz

ADiaz3@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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

## Leadership Team Member #2

### Employee's Name

Maria Gabriela Concepcion

gabyconcepcion@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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

## Leadership Team Member #3

### Employee's Name

Jennifer Arana

jarana@dadeschools.net

### Position Title

Teacher Leader

### Job Duties and Responsibilities

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Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.

## Leadership Team Member #4

### Employee's Name

Laura Diaz

vanvossen@dadeschools.net

### Position Title

Teacher Leader

### Job Duties and Responsibilities

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Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.

## Leadership Team Member #5

### Employee's Name

Michelle Colvenback

mcolvenback@dadeschools.net

### Position Title

Teacher Leader

### Job Duties and Responsibilities

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Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.

## Leadership Team Member #6

### Employee's Name

Kellyann Dacosta

kdacosta@dadeschools.net

### Position Title

Teacher Leader

### Job Duties and Responsibilities

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Teacher Leaders serve as liaisons to increase the achievement and engagement of all students through continuous improvement of curriculum, instruction, assessment and school culture in alignment with the school's mission.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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Our school leadership team builds relationships with stakeholders through open communication, establishes clear goals for school climate, school safety and student learning outcomes, and obtains continuous feedback to be used in the SIP development process. Information obtained from both the School Climate Survey and the Professional Needs Assessment Survey allows the school to be

inclusive of its stakeholders while identifying priorities and objectives in the development of the SIP. Moreover, the use of data and progress monitoring serves as a continued source for the development of action steps and reflections throughout the school year.

### **3. SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>81.7%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days	1	9	3	4	4	1	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	2	2	2	7	1	0	0	0	14
Course failure in Math	0	2	2	1	5	2	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	8	13	1	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	2	7	0	0	0	0	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	5	11	14	21	10	0	0	0	66
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	7	6	2	1	0	0	0	0	17

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	10	10	17	2	0	0	0	46

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	3	5	6	2	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		9	2	3	1					15
One or more suspensions										0
Course failure in English Language Arts (ELA)		2	2	2	8	1				15
Course failure in Math		2	2	1	6	6				17
Level 1 on statewide ELA assessment				5	15	16				36
Level 1 on statewide Math assessment				3	7	11				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	3	7	13						34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	5	4	8	14					34

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	3	5	9	11				30

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	5	5	4					20
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	65	59	69	63	57	65	60	53
Grade 3 ELA Achievement	81	65	59	73	63	58	63	60	53
ELA Learning Gains	66	65	60	66	64	60			
ELA Lowest 25th Percentile	70	62	56	71	62	57			
Math Achievement*	75	72	64	70	69	62	67	66	59
Math Learning Gains	75	66	63	72	65	62			
Math Lowest 25th Percentile	68	59	51	58	58	52			
Science Achievement	80	63	58	66	61	57	72	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	66	63	75	64	61	64	63	59

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	661
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
73%	69%	66%	76%	57%		69%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	75%	No		
Hispanic Students	73%	No		
Economically Disadvantaged Students	71%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	81%	66%	70%	75%	75%	68%	80%					76%
Students With Disabilities	48%	58%	60%	83%	48%	51%	46%						50%
English Language Learners	71%	88%	66%	68%	77%	81%	68%	76%					76%
Hispanic Students	69%	81%	64%	70%	74%	74%	68%	80%					77%
Economically Disadvantaged Students	68%	75%	69%	75%	68%	71%	56%	83%					74%



2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	69%	73%	66%	71%	70%	72%	58%	66%					75%
Students With Disabilities	44%	50%	52%	64%	39%	56%	55%	31%					62%
English Language Learners	67%	79%	64%	62%	67%	64%	59%	57%					75%
Hispanic Students	67%	71%	66%	71%	68%	70%	58%	63%					75%
Economically Disadvantaged Students	73%	79%	66%	64%	75%	72%	69%	60%					69%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%	63%			67%			72%					64%
Students With Disabilities	29%	46%			33%			20%					53%
English Language Learners	60%	60%			66%			70%					64%
Hispanic Students	65%	61%			67%			74%					64%
Economically Disadvantaged Students	64%	67%			66%			69%					65%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	60%	11%	57%	14%
ELA	4	53%	59%	-6%	56%	-3%
ELA	5	73%	60%	13%	56%	17%
Math	3	78%	69%	9%	63%	15%
Math	4	58%	68%	-10%	62%	-4%
Math	5	82%	62%	20%	57%	25%
Science	5	77%	56%	21%	55%	22%

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

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Fifth grade Science scores showed the most improvement. There was a 14 percentage point increase from 66% in the 2023-2024 school year to 80% in the 2024-2025 school year. The new actions taken this school year were: fifth grade teachers provided additional intervention and also utilized additional resources such as: EduSmart and JJ Bootcamp.

##### **Lowest Performance**

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

---

Data shows that students in grade 4 showed the greatest decline in the percentage of proficiency in ELA at 61%, compared to the previous year percentage of 67%. A contributing factor was the number of ELL students and transient students entering without a strong ELA foundation, as well as a higher number of ESE students lacking reading comprehension skills, particularly for informational text.

##### **Greatest Decline**

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

---

Data shows that students in grade 4 showed the greatest decline in the percentage of proficiency in Mathematics at 50%, compared to the previous year percentage of 57%. A contributing factor was the number of ELL students and transient students entering without a strong mathematics foundation, particularly in numbers and operations.

##### **Greatest Gap**

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

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There were no gaps compared to the state average. The school scored above state averages in all categories.

##### **EWS Areas of Concern**

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

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After reflecting on the EWS data, potential areas of concern are: the number of students in grade 4 who demonstrated substantial ELA reading deficiency and the number of students in grade 4 who demonstrated 2 or more EWS indicators.

**Highest Priorities**

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

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1. Differentiated Instruction aligned to the rigor of the B.E.S.T. standards in ELA - through on-going data analysis to address students' individual needs through differentiated and small group instruction.
2. Math Instruction aligned to B.E.S.T. standards - to include collaboration with resource teachers such as ESE and ESOL.
3. Science Instruction across grade levels - to build upon content knowledge.
4. Promoting positive school culture - to increase student and staff morale for a more positive learning environment.
5. Increasing parental involvement and awareness - to promote collaboration between home and school.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA required by RAISE (specific questions)

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 FAST STAR ELA data, 50% of first grade students were proficient in ELA. ELA first grade showed the lowest performance in the ELA assessments and an urgent need to improve foundational reading skills. Lack of student readiness levels limits students' abilities to master grade level tasks. This need is further compounded by a significant increase in English Language Learners (ELLs). Teachers need to create lesson plans that set high expectations along with a targeted approach to build the essential skills necessary for literacy and vocabulary development. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to provide explicit and systematic phonics instruction while scaffolding grade-level content in order to move students towards proficiency.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional practice we are focusing on is explicit and systematic phonics instruction, a method that directly teaches students letter-sound relationships. Providing struggling students as well as English Language Learners (ELLs), with a structured way to decode new words and expand their vocabulary is crucial. By mastering these foundational skills, students can more effectively focus on comprehension. A targeted, systematic approach will help these students build the essential skills they need for literacy and vocabulary development.

#### Grades 3-5: Instructional Practice specifically related to Reading/ELA

The instructional practice we are focusing on for grades 3-5 is vocabulary development and text comprehension strategies. This is crucial as students transition from learning to read to independent readers comprehending a variety of texts. A strong vocabulary and mastery of comprehension skills are essential for engaging with complex grade-level content across all subject areas. This practice

was identified as a critical need after data showed a 10 percentage point decrease in ELA L25 learning gains on the 2025 FAST ELA as compared to 2024. By directly addressing these areas, we can help students make learning gains and meet proficiency standards and reverse this concerning trend.

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**Grades K-2: Measurable Outcome(s)**

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The school will achieve an increase in ELA proficiency across grades K-2, as measured by state FAST STAR PM3 data. In kindergarten, we will increase proficiency from 63% in 2025 to a goal of 68% in 2026 as indicated on the 2026 FAST STAR PM3 assessment. First grade will increase proficiency from 50% in 2025 to a goal of 55% in 2026 as indicated on the 2026 FAST STAR PM3 assessment. Second grade will increase proficiency from 59% in 2025 to a goal of 64% in 2026 as indicated on the 2026 FAST STAR PM3 assessment. These specific, data-driven targets represent an immediate and focused effort to improve foundational reading skills in each primary grade level.

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**Grades 3-5: Measurable Outcome(s)**

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With the implementation of vocabulary development and text comprehension strategies, we will increase proficiency for students in grades 3-5, with data-driven targets for each grade level. Specifically, as evidenced by the 2025-2026 ELA FAST PM3 78% of students in grade 3 will be proficient, showing an increase of 3% from the previous year; 64% of students in grade 4 will be proficient, showing an increase of 3% from the previous year; 76% of students in grade 5 will be proficient, showing an increase of 3% from the previous year. These measurable outcomes will be a key indicator of our success in implementing targeted instructional practices specifically related to ELA.

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**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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The leadership team will conduct data chats after each FAST STAR ELA assessment and i-Ready Diagnostic assessment. This data will be used to focus on differentiated instruction and making adjustments based on current data. Administration will perform walkthroughs to monitor the fidelity of explicit ELA instruction in the classroom across grade levels. Data analysis of progress monitoring will also be tracked and monitored for progress. This data will be used to focus differentiation within the small group setting and ensure student learning gains. Teachers will participate in collaborative planning to share effective instructional practices for phonics instruction, vocabulary development and reading comprehension skills, along with the integration of resources.

**Person responsible for monitoring outcome**

Dr. Annette M. Diaz, Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**Rationale:**

Collaborative planning is a learning framework where teachers can better align their teaching with broader goals aimed at academic success. Teachers bring different strengths, skills, and teaching methods to the table. Collaborative planning allows them to share these practices and strategies, improving their teaching and helping them address diverse student needs more effectively. When teachers collaborate, they can ensure that all students receive consistent instruction that aligns with the same standards. This consistency helps ensure equitable learning experiences for all students. By working together, teachers can design more engaging and well-rounded lessons. They can also better assess how students are progressing and adjust teaching methods based on feedback from peers, ultimately leading to improved student achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Data Disaggregation

**Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

**By When/Frequency:**

August 14-September 26/monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

After the disaggregation of the 2025-2026 ELA FAST PM1 and i-Ready AP1 data in order to identify specific areas of need and determine which strategies will best improve instructional delivery. The leadership team will then create a targeted instructional plan to provide clear guidance and support to



teachers, ensuring students get the help they need to succeed. As a result, teachers will provide explicit instruction of the ELA B.E.S.T. standards to students while maintaining rigor.

### **Action Step #2**

Vertical Planning

#### **Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

#### **By When/Frequency:**

August 14-September 26/monthly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers and administrators will participate in vertical planning meetings to carefully examine how standards, curriculum, assessment, and instruction align across grade levels. As a result, teachers will be able to build upon previously learned phonological awareness, grade level appropriate academic vocabulary, and grade level text.

### **Action Step #3**

In-House Professional Development- ELA

#### **Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

#### **By When/Frequency:**

August 14-September 26/weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will effectively implement the Florida B.E.S.T. Standards through benchmark stacking, explicit instruction, and guided inquiry of high-quality text. As a result, teachers will understand how to align grade level text with benchmarks to promote reading comprehension and vocabulary development.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Differentiation**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 FAST ELA PM3 data, 66% of students in grades 3-5 achieved learning gains which was the same percentage as the 2023-2024 FAST ELA PM3 data. The percentage remained stagnant. Based on the data and the identified contributing factors of: rigor of ELA standards, influx of ELL students, increase of ESE students, as well as, student readiness levels, overall learning gains and student ability to master grade level tasks was limited. As a result, we will implement the targeted element of Differentiation.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted element of Differentiation, 70% of students grades 3-5 will achieve learning gains in ELA, showing an increase of 4 percentage points, as evidenced by the 2025-2026 FAST PM3 state assessment.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

To effectively meet student needs, the leadership team will create dedicated time slots for differentiated instruction. Administrators will support this by engaging in data chats with teachers and conducting classroom walkthroughs, ensuring differentiated strategies are consistently implemented. The leadership team will also track and adapt teacher-led differentiate groups using progress monitoring data.

### **Person responsible for monitoring outcome**

Dr. Annette M. Diaz, Principal

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

#### **Rationale:**

Differentiated instruction allows teachers to provide targeted interventions, re-teach concepts using different modalities, offer scaffolding, and provide more intensive support in smaller groups, preventing students from falling further behind. This is crucial for students with learning disabilities, those from disadvantaged backgrounds, or those who simply need more time and different approaches to grasp concepts.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

**Disseminating Data****Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

**By When/Frequency:**

August 14-September 26/monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To empower teachers in meeting student needs, the school leadership team will provide instructional staff with the 2024-2025 state assessment data. With this crucial information, teachers can analyze student performance results and strategically create differentiated instructional groups.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

**By When/Frequency:**

August 14-September 26/weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will use the district Differentiated Instruction 10 Day Cycle Lesson Plan during collaborative planning to plan for standards-based instruction focusing on differentiated instruction that is based on progress monitoring results from FAST PM1 and i-Ready AP1. As a result, teachers will be able to modify current differentiated instructional groups based on current progress monitoring data.

**Action Step #3**

Student Data Chats

**Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

**By When/Frequency:**

August 14-September 26/weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will hold data chats based on 2025 FAST PM1 data and i-Ready AP1 data with students. As a result, teachers will work with students to create individualized goal settings to close achievement gaps. Teachers will use collaborative planning to plan for standards-based instruction focusing on differentiated instruction that is based on progress monitoring results from FAST PM1 and i-Ready AP1. As a result, teachers will be able to modify current differentiated instructional groups based on current progress monitoring data.

## IV. Positive Learning Environment

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**Area of Focus #1**

Other: Parent Involvement

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024-2025 School Culture Survey, 62% of teachers feel there is a lack of concern/support from parents. This is an increase of 6% from the 2023-2024 School Culture Survey. Based on

the data and identified contributing factors of an influx of new students and families, we will implement the targeted element of Parent Involvement.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the Targeted Element of Parent Involvement, the percentage of teachers who feel there is a lack of concern/support from parents will decrease by 10% as evidenced by the 2025-2026 School Climate Survey.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The School Leadership Team will track parent involvement and continually seek strategies to enhance family connections. Greater parent engagement, in turn, will boost student motivation and lead to improved academic outcomes.

### **Person responsible for monitoring outcome**

Maria Gabriela Concepcion, Assistant Principal

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

### **Rationale:**

Increasing parent involvement is key to empowering families to champion their child's education and build strong school-home partnerships. Beyond academic support, this engagement nurtures students' social and emotional well-being and ensures families are aware of helpful resources, creating a powerful combination that drives significant gains in student academic success.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### Action Step #1

Meet and Greet Activities

#### Person Monitoring:

Maria Gabriela Concepcion, Assistant Principal

#### By When/Frequency:

August 14-September 26/ once

#### Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will host a "Meet and Greet" before the first day of school. This gives students and families a great chance to meet their teacher and get comfortable with their new classroom.

#### Action Step #2

Parent Academy Workshops

#### Person Monitoring:

Dr. Annette M. Diaz, Principal

#### By When/Frequency:

August 14-September 26/monthly

#### Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

#### Action Step #3

Fathers in Education

#### Person Monitoring:

Maria Gabriela Concepcion, Assistant Principal

#### By When/Frequency:

August 14-September 26/ 3 times

#### Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Father figures will be invited to our school to participate in a collaborative activity that will enhance the bond they share with their children through shared activities, open communication, and consistent involvement in their education. As a result, students and father figures will engage in activities that embrace the value education through literacy and learning. These opportunities are staggered during the day and/or afterschool in order to give parents flexibility with attending school activities.

### Area of Focus #2

Other: Staff Morale

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 school climate survey results, 52% of staff member agreed that our school has high staff morale. This is a decrease of 7 percentage points from the 2023-2024 School

Climate Survey. We would like to see this percentage increase in order to improve the overall professional climate of the school. Based on the data and identified contributing factor of high demands of the profession, we will implement the targeted element of Staff Morale

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of Staff Morale within the school, the percentage of staff indicating that morale is high will increase by 8% as evidenced by the 2025-2026 School Climate Survey.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The School Leadership Team is committed to fostering a positive school culture by encouraging staff to acknowledge colleagues' dedication to student success. Staff members will facilitate this by utilizing the designated "shout-out" board to share their appreciation.

### **Person responsible for monitoring outcome**

Dr. Annette M. Diaz, Principal

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

#### **Rationale:**

Team building plays a crucial role in our school by facilitating collaboration, the exchange of best practices, and mutual learning among staff members. Furthermore, by providing opportunities to cultivate robust professional relationships, team building enhances teacher well-being and contributes to overall job satisfaction.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Staff Recognition Shout-Out Board

**Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

**By When/Frequency:**

August 14-September 26/weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff will be encouraged to share positive acknowledgments for their peers on the "Shout-Out" board. This simple act will significantly boost feelings of appreciation and recognition among all team members.

**Action Step #2**

Monthly Treats for Staff

**Person Monitoring:**

Dr. Annette M. Diaz, Principal

**By When/Frequency:**

August 14-September 26/monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #3**

Big-Top Breakfast

**Person Monitoring:**

Maria Gabriela Concepcion, Assistant Principal

**By When/Frequency:**

August 14-September 26/bi-weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will reward teachers for their efforts in successfully launching the school year and keeping the momentum going with a bi-weekly breakfast. As a result, teachers will feel supported and that their efforts are recognized and appreciated.



## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

School Website Direct Link: [https://17e54cd6-162e-4a08-8077-917fbe5290a4.filesusr.com/ugd/fd645c\\_081c2a9e51cf469487ae0cb26608ee86.pdf](https://17e54cd6-162e-4a08-8077-917fbe5290a4.filesusr.com/ugd/fd645c_081c2a9e51cf469487ae0cb26608ee86.pdf)

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Claude Pepper Elementary School plans to build positive relationships with parents and families through school events such as Meet and Greet, Open House, STEM Showcases and a Literacy



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

School Webpage Direct Link: <https://claudepepper.wixsite.com/claudepepper/about-3>

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with

other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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In order to supplement and support our SIP, Claude Pepper Elementary School participates in the following programs:

- Healthy Schools promotes nutrition and fitness to enrich student's overall health and wellness.
- Promotion of information for students with unstable housing through Project Up-Start to help ensure their successful academic achievement.
- Title III tutoring provides strategies to parents of English Language Learners to support academic success.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

- Risk assessment and intervention, diagnoses, and treatment plans for students with more complex mental health needs

- Parent-school-community agency collaboration and consultation

- Access to the Mental Health Services Parent/Student Assistance phone line

- Access to the "Navigating Mental Wellness" flyer with information and contact information for a variety of resources.

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

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

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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N/A

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

---

Our school-wide approach aims to provide targeted tier interventions to ensure that all students receive appropriate support and that students with disabilities are identified and served in accordance with IDEA guidelines. In collaboration with our student services department, teachers will participate in the MTSS process for students in order to provide a continuum of support for all students, focusing on the prevention and early intervention of problem behavior through a 3-tier approach to include universal support, targeted interventions, and intensive interventions. Regular student support team meetings help monitor student progress, share strategies, and make data-driven decisions. Teachers implement a classroom behavior plan and behavioral interventions follow the Code of Student Conduct. Referral SCMs are completed for discipline and attendance issues. Request for Assistance (RFA) forms are filled out and submitted to the counselor for students who are in need of additional assistance. Teachers receive a list of previously retained students in order to ensure that these students receive appropriate support to make gains. This collaboration between teachers, student services personnel, and administrators allows for targeted intervention and the identification of special education services to create a supportive and inclusive environment for all students.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Stakeholders participate in professional development days focusing on an array of topics such as effective standards-based instruction, differentiation, and the use of assessments and data. Grade levels participate in data chats after each cycle of progress monitoring assessments to build data literacy and ensure data-driven decision making is a continuous practice being used to tailor instruction to student needs. Additionally, helping students understand assessment outcomes and learner goals through student data chats allows for students to maximize their progress. In order to recruit and retain effective teachers, Claude Pepper Elementary School provides abundant resources and opportunities for quality professional development that is standards-based and innovative, ensuring that teachers have the operational skills they need to provide excellent instruction. New teachers are partnered with mentor teachers to increase collegiality and build excellence in our new teachers. Furthermore, we strive to provide a variety of opportunities for professional growth through leadership roles and professional development facilitation. This builds growth while reducing attrition. These efforts help us to attract and retain effective educators, especially in areas that face higher demand and challenges.

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00