

Miami-Dade County Public Schools

Dr. William A. Chapman Elementary School



2015-16 School Improvement Plan

Dr. William A. Chapman Elementary School

27190 SW 140TH AVE, Homestead, FL 33032

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	95%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MISSION: The mission of Dr. William A. Chapman Elementary School is to develop all students' potential for success. To attain this goal, Chapman's staff provides a supportive and healthy environment, which enhances the students' academic, social, physical, and emotional development. The development of intelligence plus character will provide our students with complete mastery of the academic building blocks necessary for a successful future.

Provide the school's vision statement

VISION: Dr. William A. Chapman Elementary School Vision is to teach every student to think intensively and critically by fostering an environment where all students, parents and community members are partners in the educational process and achievement of all children.

School Environment

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

Dr. William A. Chapman Elementary School believes that education is the foundation of educational successes in order to guide and support all students to reach their highest potential. The faculty and staff of Dr. William A. Chapman Elementary School affirm their commitment to excellence in education. To fulfill this commitment, we are dedicated to provide learning opportunities for students in accordance with their needs, backgrounds, interests, and abilities. We believe that all elementary children should develop an understanding of the past and identification with the present to meet the challenges in an ever-changing world and to become responsible, ethical members of our society.

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

Dr. William A. Chapman Elementary School provides a safe learning environment for all students, staff members and stakeholders. The school currently has 2 security monitors, 1 Safety Patrol Leader and 20 students as safety patrols to assist during student arrivals. The security monitors supervise students during morning duty, entrance of the school, cafeteria schedule and student dismissal. In addition, security monitors assist teachers and administrators with students exhibiting unsatisfactory behaviors. The Safety Patrol Leader provides cafeteria supervision and guidance to the Safety Patrols assisting with morning duty. In addition, for the 2015-2016 school year, the school will be receiving security cameras to monitor the safe learning environment and student transitions during the day.

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

Teachers at Dr. William A. Chapman Elementary School work together on grade level groups to develop Classroom Management Plans utilizing rules, consequences and a reward system following the Positive Behavior System (PBS model). Classroom rules are posted in each classroom with the PBS vision and mission. Parents received a copy of class rules, parent-student handbook and acknowledgement of receipt/ review of the Code of Student Conduct on the first day of school. Parent and students were required to sign

the Parent-Student contract acknowledging school wide procedures, discipline guidelines, possible suspension indicators and Code of Student Conduct.

Every teacher implements a series of strategies and interventions to remediate inappropriate behavior and reinforce desirable learning responses utilizing PBS and LEAPS. The PBS discipline plan to reduce in/out door student suspension was reviewed by the Principal during the PK-5 School Orientation and Title I Annual Meeting. Parents should be involved in discipline and reinforcement of appropriate behavior through regular contact, including progress reports, which may be sent daily or weekly.

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

The PBS and RTI team meets bi-weekly in order to review students with critical misbehavior and poor academics. School Psychologist conducts observations and provides Tier I, II, III strategies to classroom teachers. Guidance counselor meets with parents and administration to develop an intervention plan for students demonstrating academic deficiencies and unsatisfactory behavior. In the case that the parent does not attend the meeting, school social worker or CIS conducts a home visit to inform parents and seek assistance.

Students, parents and community members in need of counseling receive assistance through CHI, Homestead Behavior, and Mujer agencies. In addition, Dr. William A. Chapman in collaboration with MDCPS dade partners provides various programs for struggling families such as the weekly backpacks with nutritious meals, Thanksgiving Baskets with all the necessary meals for a family of 10, and Angel Tree Holiday gifts for students in need.

Early Warning Systems

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

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

According to the Early Warning Systems report, 114 students in grades K-5 had attendance below 90 % for the 2014-2015 school year. 2015 FSA ELA and Math results for grades 3-5 are pending by FLDOE. 2014-2015 suspension indicator were not provided in the EWS report.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	38	15	15	15	13	18	114
One or more suspensions	14	8	5	7	7	3	44
Course failure in ELA or Math	11	18	20	0	9	30	88
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	63	41	40	22	29	51	246

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

Students identified by the early warning system are highly monitored by the Attendance and the RTI Leadership team to ensure the school provides the assistance and support to families in the area of academics and daily attendance. In addition, students with one or more suspensions receive 30 minutes of daily interventions in reading. Students achieving level 1 on statewide assessment receive 60 minutes of daily interventions, 12 hours of weekly remediation through after-school tutorials in reading, mathematics and science. Students, parents and teachers meet to formulate a PMP plan with on-going strategies to remediate benchmarks in need for reading and mathematics.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/52554>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Dr. William A. Chapman Elementary school offers a variety of activities for students, parents and stakeholders such as 4 student shows (Hispanic Heritage, Winter Wonderland, Black History Month and Spring Concert.) Students in grades Head Start through 5th have an opportunity to sing, dance an act according to grade level selection. In addition, during the year there are several school activities such as the school and magnet orientation, Math and Science Extravaganza, PAJAMARAMA, FSA/FCAT & SAT-10 Night and Career Day. All EESAC members and stakeholders are invited to the EESAC meetings to view and provide input during the discussion of EESAC committee agenda items.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Morris, Carzell	Principal
Basulto, Elianeys	Assistant Principal
ehunter@dadeschools.net, Eva Hunter	Instructional Coach
Holden, Emily	Teacher, K-12
Ferguson, Michelle	Teacher, K-12
Sullivan, Colleen	Teacher, K-12
Smith, Lorna	Instructional Media

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Multi-Tier Support System (MTSS) conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. The Principal collaborates with SRO committees to review common practices and implement highly effective practices to increase student achievement, daily attendance and satisfactory behavior.

Assistant Principal: Provides a foundation for curriculum related decisions based on ongoing data, develops, implements and facilitates a successful plan that will result in continual data analysis to meet individual student needs. Conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Formulates small group intensive instruction for students in the lowest quarterly not making learning gains.
General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in small group intensive instruction for students not making learning gains.

Reading Coach/ Mathematics Leader: Assist in the development of the curriculum focus calendar which leads, and evaluates school core content standards/programs; identifies and analyzes existing literature scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that identify students “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in design and delivery of professional development; and provides support for assessment and implementation monitoring. Formulates small group intensive instruction for students not making learning gains.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection; data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

ST1 Support Specialist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

The MTSS Leadership Team will meet bi-weekly to engage in the following activities:

- * Review in-house data and data trends within the school and individual classrooms.
- * Progress monitoring data is evaluated to assist in making instructional decisions for individual students and classes.
- * The team will identify professional development needs based on current data.
- * The team will also collaborate regularly to problem solve, share effective practices, evaluate implementation of current interventions, and make instructional decisions.
- * Data chats are conducted with individual classroom teachers in reading, mathematics, writing and science to ensure that all teachers align instruction with individual student needs.
- * Maintain communication with staff for input and feedback, as well as updating them on procedures and student progress.
- * Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- * Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The MTSS at Dr. William A. Chapman Elementary School is an extension of the school's Leadership Team and student academic teacher teams. The MTSS has been strategically integrated in order to support the process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a process of building the foundation and incorporating MTSS into the culture of each school.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services, and special support services to special needs populations such as the neglected and delinquent students. ST2 schools are provided with the support from a professional Development Curriculum Support Specialist which is funded from Title I, Part A funds. ST1 is a state approved RTI Model for elementary schools.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

Training to certified qualified mentors for the New Teacher (MINT) Program

Training for add-on endorsement programs, such as Reading, Gifted, ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-5)
- Parent outreach activities (K-5)
- Professional development on best practices for ESOL and content area teachers (K-5)
- Coaching and mentoring for ESOL and content area teachers (K-5)
- Reading and supplementary instructional materials (K-5)
- Hardware and software for the development of language and literacy skills in reading is used by ELL students in kindergarten.

Head Start

The Head Start program began during the 2010-2011 school year. There are 77 students, 4 Teachers, 4 Para-Professionals and one Parent Outreach Specialist. Head Start program utilizes 4 classrooms from the main building of the school and the students receive free breakfast and lunch at the school cafeteria. Head Start students and teachers participate in student assemblies and activities such as Hispanic/Black History

Student Assembly, Career Day, Field Day, Water Day and Story Day. Our school has developed a strong partnership with the VPK program by providing academic resources to prepare the upcoming Kindergarten class. The Principal serves as the Head Start Director.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carzell J. Morris	Principal
Elianeys Basulto	Education Support Employee
Clarence Jones	Business/Community
Emily Holden	Teacher
Jonya Moore	Student
Lilian Smith	Teacher
Lorna Smith	Teacher
Barbara Doyle	Education Support Employee
Shaunine Lane	Teacher
Susie Hickman	Teacher
Zelda Nunn	Teacher
Tammy Kitchens	Teacher
William Curry	Business/Community
Martha Rivera	Parent
Lorraine Velez	Parent
Stephanie Scott	Parent
Nieves Brandon	Parent
Shardae Brabson	Parent
Karen Rogers	Parent
Sonai Robertson	Parent
Sandra Ivars	Parent
Clara Iglesias	Parent
Nilda Hernandez	Teacher
Stacy McGhee	Teacher

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan was provided for review, feedback and approval to all EESAC members, stakeholders and members of the community. The goals and strategies were met in the area of AMO Mathematics for all subgroups. The goals, strategies and action steps were modified as needed in order to drive the instruction according to students needs. EESAC members provided input during SIP part I, Narrative and 1415 end of year goals/strategies.

Development of this school improvement plan

The School Advisory Council (SAC) plays a vital role in the development of the School Improvement Plan. Input from the council members determines the path the School Improvement Plan will take and whether current strategies that are in place are working to increase student achievement based on data results from the district and state. Additionally, the SAC provides guidance and support to school team members and stakeholders via faculty meetings, workshops, and incentive programs.

Preparation of the school's annual budget and plan

The principal and the Assistant Principal prepared the necessary documents for Budget Conference during the month of September. Dr. William A. Chapman Elementary School received approval of budget items during the conference. The school received one additional Kindergarten position due to an increase of student enrollment in comparison with the July budget conference. EESAC budget was reviewed and items were approved on the September 16th meeting.

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

The School Advisory Council (SAC) will continue the technology improvements throughout the school. The SAC funds will be used to support the objectives and strategies outlined in the School Improvement Plan. This year, funds will be used to support student achievement and technology resources. The amount allocated for each project will be as follows:

Total project SAC budget is \$ 2,250

Time for Kids \$1,125

Student Incentives: 70's Club \$1,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Basulto, Elianeys	Assistant Principal
Morris, Carzell	Principal
ehunter@dadeschools.net, Eva Hunter	Teacher, K-12
Holden, Emily	Teacher, K-12
Nunn, Zelda	Teacher, ESE
Kitchens, Tammy	Teacher, K-12
Burststein, Susie	Teacher, ESE
Sullivan, Colleen	Teacher, K-12
Ferguson, Michelle	Teacher, K-12
Smith, Lorna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

As a goal to meet individual student needs, the LLT team will implement a continuous cycle of data chats with the following initiatives at the forefront in alignment with CRRP and CCSS.

- Continual analysis of ongoing data
- Use of disaggregated data to realign classroom instruction
- Use of disaggregated data to formulated intensive small groups
- Established fidelity to the use of district purchase I-Ready, Gizmos, Math Reflex and Discovery Education

Public and Collaborative Teaching

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

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

Dr. William A. Chapman Elementary School provides common planning for teachers in grades Head Start - 5th. In addition, teachers receive professional development in the areas of Reading/L.A, Mathematics and Science during the faculty meetings. 'Teach Like A Champion' professional learning community meetings provide highly effective teaching strategies for all teachers. Teach Like a Champion PLCs meet every three weeks.

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

Dr. William A. Chapman Elementary School implements several strategies aimed at recruiting and retaining highly qualified, certified-in-field, effective teachers. Professional development will be used to support and promote best practices for staff and faculty members. The designated person for the implementation of this strategy will be the Principal, Assistant Principal, Reading Leader and Mathematics Coach.

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

The school has two mentor teachers. Mentor teachers meet with new teachers to the profession or second year teachers during bi-weekly meetings. Mentee teachers have an opportunity to observe mentor teachers and implement specific instructional strategies during the instructional delivery. In addition, mentor teachers provide modeling and student demonstrations to ensure the mentee teachers have an effective behavior plan and a variety of strategies to achieve the daily

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school utilizes the following core materials to drive the instruction in alignment with district pacing guide and state standards. McGraw-Hill is utilized for Reading, Scott Foresman for Science, Go Math for Mathematics and Scott Foresman for Social Studies. In addition, students utilize the following technology components such as I-Ready, Gizmos, Discovery Education and Math Reflex to provide enrichment in the areas of reading, mathematics, science and social studies.

Instructional Strategies

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

The RTI Leadership meets bi-weekly in order to analyze bi-weekly/interim assessment results. During grade level data chats, teachers and grade levels determine areas for improvement and weaknesses according to bi-weekly/interim assessment results. A curriculum focus calendar is developed addressing deficiency areas. The Reading Coach provides professional development and modeling sessions for teachers in need. Our school provides before-school and after-school tutoring to retained students in grades 2-5 and students in the lowest quartile in grades 3-5 in the areas of reading and mathematics.

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

Strategy: After School Program

Minutes added to school year:

Students in grade 3-5 are receiving mathematics and science enrichment through Project M.O.V.E Enrichment, four times during the week, 3 hours per day. In addition, Title III before-school tutorials provide remediation in Reading and Mathematics for LEP students in grades K-5. The Recapturing The Vision Program provides remediation and enrichment for students in grade 2 in the areas of Reading and Mathematics.

Strategy Rationale

Students in grade 3-5 are receiving mathematics and science enrichment through Project M.O.V.E Enrichment, four times during the week, 3 hours per day. In addition, Title III before-school tutorials provide remediation in Reading and Mathematics for LEP students in grades K-5. The Recapturing The Vision Program provides remediation and enrichment for students in grade 2 in the areas of Reading and Mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Basulto, Elianeys, ebasulto@dadeschools.net

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

Data is collected through bi-weekly and interim assessment results. Teachers complete data chats form providing strengths and weaknesses for their students. Students are paired in groups to ensure the appropriate level of remediation according to their academic needs.

Student Transition and Readiness

PreK-12 Transition

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

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

The Head Start program began during the 2010-2011 school year. There are 77 students, 4 teachers, 4 paraprofessionals and one parent outreach specialist. Head Start program utilizes 4 classrooms from the main building of the school and the students receive free breakfast and lunch at the school cafeteria. Kindergarten teachers articulate with VPK teachers regarding required skills for

Kindergarten and areas to reinforce in the last nine weeks for a successful Kindergarten beginning for all students. Our school has developed a strong partnership with the VPK program by providing academic resources to prepare the upcoming Kindergarten class. Dr. William A. Chapman Elementary School provides a 'Transition To Kindergarten Orientation for VPK4 parents and upcoming Kindergarten students in private pre-schools in the community. The Principal serves as the Head Start Director.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

According to FCAT and interim assessment results there is a need for improvement in Reading for grades 3-5 in the high achievement group and the lowest quarterly. Also, there is a need for improvement in the high achievement group for grade 5 science.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Teachers in grades PK-5 will receive monthly professional development opportunities in the areas of Reading and Science. A curriculum focus calendar will be developed utilizing I-Ready AP1 data and science baseline results. Students in grades K-5 will receive 30 minutes of daily Reading interventions. Tier III students will receive 60 minutes of daily Reading interventions in grades K-5. Students in grades 2-5 will receive after-school enrichment in Reading and Science through Project M.O.V.E. Students in grade 2 will receive after-school tutorials in the areas of reading and mathematics. LEP students in grades K-5 will receive weekly before-school reading interventions through our Title III grant.

School Improvement Goals

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


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Our EWS goal for the 2015-2016 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5.
- G3.** Our STEM goal for the 2015-2016 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%.
- G4.** Our goal for the 2015-2016 school year is to increase parent participation by 70% percentage point (364 parents.)

Strategic Goals Detail

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

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

G070557

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Reading - African American	56.0
AMO Reading - Hispanic	53.0
AMO Reading - SWD	63.0
AMO Reading - ED	55.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Language Arts/Reading 2 computer labs, Time for Kids Curriculum for grades 3-5, Reading Coach, Adopt an Eagle Tutorial for grades k/1, Recapturing the Vision grade 2, Project M.O.V.E grades 2-5, Tittle III grades 3-5 ESOL, McGraw Hill, I-Ready, Full Steam Ahead Question of the Day, PD Liaison, EBD Counselor, Thinking Maps and AR
- Mathematics 2 computer labs, Think Central, Gizmos, Discovery Education, Mathematics Leader, Adopt an Eagle Tutorial for grades k/1, Recapturing the Vision grade 2, Project M.O.V.E grades 2-5, Tittle III ESOL Levels 1-4, CANA ESOL Levels 1-4, McGraw Hill, I-Ready, Full Steam Ahead Question of the Day, PD Liaison, EBD Counselor and Thinking Maps
- Science 2 computer labs, 1 science lab, Pearson Success, Gizmos, Discovery Education, Science Leader, Recapturing the Vision grade 2, Project M.O.V.E grades 2-5, Full Steam Ahead Question of the Day, PD Liaison, EBD Counselor, Thinking Maps, Science Logs PK-5, Dr. Chapman Botanical Gardens, Math/Science Extravaganza and EBD Counselor
- Social Studies 2 computer labs, Time for Kids, Discovery Education, Social Studies Leader, Recapturing the Vision grade 2, Project M.O.V.E grades 2-5, Full Steam Ahead Question of the Day, PD Liaison, EBD Counselor, Thinking Maps, Time for Kids, Media Center and Media Specialist

Targeted Barriers to Achieving the Goal 3

- Language Arts/Reading 3. Students demonstrated deficiencies in the reporting categories of Informational Text and Vocabulary.
- Mathematics 3. According to the 2015 I-Ready Mathematics AP1 results, students in grades 3-5 demonstrated deficiencies in the reporting categories of Geometry and Number Operations.
- Science 3. According to the 2015 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting categories of Life Science and Nature of Science.
- Social Studies 3. According to the 2015 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography.

Plan to Monitor Progress Toward G1. 8

RTI Leadership team and Reading/ L.A teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of Text Evidence reading strategies as well as writing components in grades K-5.

Administration will monitor the effective implementation of Informational Text and Vocabulary with emphasis on the use of text based evidence reading strategies as well as the writing components in grades K-5.

Person Responsible

Carzell Morris

Schedule

On 11/13/2015

Evidence of Completion

Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-through, resources

G2. Our EWS goal for the 2015-2016 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5. 1a

G070558

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0

Resources Available to Support the Goal 2

- 1 computer lab, Time for Kids Curriculum for grades 3-5, Reading Coach, Adopt an Eagle Tutorial for grade k/1, Recapturing the Vision grade 2, Project M.O.V.E grades 2-5, Tittle III grades 2-5 ESOL, CANA ESOL grades 2-5, McGraw Hill, Full Steam Ahead Question of the Day, PD Liason, EBD Counselor, AR, Thinking Maps

Targeted Barriers to Achieving the Goal 3

- Level 1 students demonstrated deficiencies in the Reporting Categories of Informational Text and Vocabulary.

Plan to Monitor Progress Toward G2. 8

Administration will monitor the effective implementation of Reading Application and Vocabulary with emphasis on the the use of close reading in grades K-5.

Person Responsible

Carzell Morris

Schedule

On 11/26/2014

Evidence of Completion

lesson plans, DI groups, walk-throughs, resources

G3. Our STEM goal for the 2015-2016 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%. 1a

G070559

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Gizmos, Discovery Education, mathematics/science fieldtrips, Math & Science Extravaganza, Mathematics Bowl, Science Fair

Targeted Barriers to Achieving the Goal 3

- Students in grades 3-5 are lacking of STEM vocabulary and science inquiry skills.

Plan to Monitor Progress Toward G3. 8

Review and modify STEM related experiences as needed. Obtain effectiveness of STEM experiences for grades K-5 and areas for improvement.

Person Responsible

Elianeys Basulto

Schedule

On 11/1/2015

Evidence of Completion

Presentation agenda, brochures, student signing sheet, parent/student survey

G4. Our goal for the 2015-2016 school year is to increase parent participation by 70% percentage point (364 parents.) **1a**

G070560

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ED	55.0

Resources Available to Support the Goal **2**

- Parent Nights, Title I Annual Meeting, Parent Surveys, School Climate Survey, Parent Resource Center

Targeted Barriers to Achieving the Goal **3**

- Parents from the Economically Disadvantaged subgroup, lack participation in school wide curriculum activities.

Plan to Monitor Progress Toward G4. **8**

Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2015-2016 school year.

Person Responsible

Carzell Morris

Schedule

On 11/6/2015

Evidence of Completion

Volunteer Service Inventory

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G070557

G1.B3 Language Arts/Reading 3. Students demonstrated deficiencies in the reporting categories of Informational Text and Vocabulary. **2**

 B183825

G1.B3.S1 According to the I-Ready AP1 results, students in grades 3-5 demonstrated deficiencies in informational text and vocabulary. **4**

 S195458

Strategy Rationale

There is a need for improvement in informational text and vocabulary in grades 3-5. Teachers will be provided with professional development opportunities to ensure students understand strategies on how to locate textual evidence.

Action Step 1 **5**

Provide Professional Development in the area of Informational Text and Vocabulary with emphasis on Text Evidence reading strategies to be infused into the Writing Process.

Person Responsible

Carzell Morris

Schedule

On 9/21/2015

Evidence of Completion

Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-troughs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will implement Text Evidence based reading strategies during whole and differentiated instruction groups. Teachers will implement the writing process utilizing McGraw-Hill and FSA writing components in response to text evidence.

Reading Leader and Curriculum Support Specialist will provide additional support to Reading/LA teachers as needed.

Person Responsible

Elianays Basulto

Schedule

On 10/22/2015

Evidence of Completion

Lesson plans, resources, differentiated instruction groups, journals, technology

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Reading Coach and Curriculum Support Specialist will provide additional support to Reading/LA teachers as needed.

Person Responsible

Carzell Morris

Schedule

On 11/2/2015

Evidence of Completion

Schedule, lesson modeling, observational notes

G1.B6 Mathematics 3. According to the 2015 I-Ready Mathematics AP1 results, students in grades 3-5 demonstrated deficiencies in the reporting categories of Geometry and Number Operations. 2

 B183828

G1.B6.S1 Increase Rigor and Higher Order Thinking Skills Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics. 4

 S195461

Strategy Rationale

There is a need for improvement in Increase Rigor and Higher Order Thinking Skills in grades 3-5. Teachers will be provided with professional development opportunities to ensure students understand how to utilize higher order thinking strategies to solve mathematical problems.

Action Step 1 5

Provide Professional Development in the area of Geometry and Number Operation with emphasis on rigor and higher order thinking skills strategies to be infused during the mathematics block.

Person Responsible

Elianeys Basulto

Schedule

On 10/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Teachers will implement rigorous learning during the mathematics block and DI groups infusing a variety of thinking strategies through project based learning, technology and GO Math resources.

Mathematics Leader and Curriculum Support Specialist will provide additional support to Mathematics teachers as needed.

Person Responsible

Elianeys Basulto

Schedule

On 11/2/2015

Evidence of Completion

Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

RTI Leadership team and Mathematics teachers will conduct a debriefing sessions during grade level planning meeting regarding the implementation of mathematics strategies in grades K-5.

Administration will monitor the effective implementation of Geometry and Number Operations during the mathematics block, with emphasis on rigor and higher order thinking skills; in alignment with district pacing guide and test item specifications.

Person Responsible

Carzell Morris

Schedule

On 11/15/2015

Evidence of Completion

Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-throughs, technology supplemental resources

G1.B9 Science 3. According to the 2015 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting categories of Life Science and Nature of Science. 2

 B183831

G1.B9.S1 Investigations & Application of Science Regularly provide students with meaningful opportunities to apply science content and skills. 4

 S195464

Strategy Rationale

There is a need for improvement in investigation and application of science in grade 5. Teachers will be provided with professional development opportunities to ensure students understand and apply science content skills during science inquiries and assessments.

Action Step 1 5

Provide Professional Development in the area of earth and space with emphasis on investigation and science application strategies to be infused during the science block.

Person Responsible

Elianeys Basulto

Schedule

On 10/20/2015

Evidence of Completion

Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Teachers will implement science strategies during whole group instruction and enrichment targeted groups (ELITE and S.T.E.A.M.) Teachers will implement remediation in the area of earth and space utilizing test item specifications, technology and Scott Foresman resources.

The science Leader and Curriculum Support Specialist will provide additional support to science teachers as needed.

Person Responsible

Elianey's Basulto

Schedule

On 11/20/2015

Evidence of Completion

Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

RTI Leadership team and science teachers will conduct a debriefing sessions during grade level planning meeting regarding the implementation of science strategies in grades K-5.

Administration will monitor the effective implementation and instruction of earth and space with emphasis on investigation and science application through science inquiry activities, project based learning and interim assessments in grades K-5.

Person Responsible

Carzell Morris

Schedule

On 12/20/2015

Evidence of Completion

lesson plans, DI groups, walk-throughs, supplemental resources, bi-weekly/interim assessments

G1.B12 Social Studies 3. According to the 2015 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography. 2

B183834

G1.B12.S1 Literacy Across the Curriculum Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in core curriculum areas. 4

S195465

Strategy Rationale

There is a need for improvement in literacy across curriculum in grades 3-5. Teachers will be provided with professional development opportunities to ensure students understand questions related to American History and Geography.

Action Step 1 5

Provide Professional Development in the area of American History and Geography with emphasis on literacy across curriculum with strategies to be infused during the social science block.

Person Responsible

Elianeys Basulto

Schedule

On 10/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Teachers will implement social science strategies during whole group instruction utilizing collaborative student group activities, Scott Foresman and technology resources.

The Social Science Leader and Curriculum Support Specialist will provide additional support to social science teachers as needed.

Person Responsible

Elianeys Basulto

Schedule

On 12/19/2015

Evidence of Completion

Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Teachers will implement social science strategies during whole group instruction utilizing collaborative student group activities, Scott Foresman and technology resources.

The Social Science Leader and Curriculum Support Specialist will provide additional support to social science teachers as needed.

Person Responsible

Elianeys Basulto

Schedule

On 8/24/2015

Evidence of Completion

Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

RTI Leadership team and social science teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of social science strategies in grades K-5.

Administration will monitor the effective implementation and instruction of American History and Geography with emphasis on literacy across curriculum utilizing Time for Kids, Discovery Education and Scott Foresman in alignment with district pacing guide for grades K-5.

Person Responsible

Carzell Morris


Schedule

On 10/15/2015

Evidence of Completion

lesson plans, DI groups, walk-throughs, supplemental resources

G2. Our EWS goal for the 2015-2016 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5. **1**

 G070558

G2.B1 Level 1 students demonstrated deficiencies in the Reporting Categories of Informational Text and Vocabulary. **2**

 B183835

G2.B1.S1 Close Reading Implement close reading as an instructional strategy to support students in a more rigorous analysis of text by explicitly teaching students to focus on significant details and patterns to determine what the text states, how it is stated and what it means. Students will develop a deep understanding of the text's form and craft and how they contribute to meaning and style. **4**

 S195466

Strategy Rationale

Reading and Language Arts teachers in grades K-5 will Implement close reading as an instructional strategy to support students in a more rigorous analysis of text by explicitly teaching students to focus on significant details and patterns to determine what the text states, how it is stated and what it means. Students will develop a deep understanding of the text's form and craft and how they contribute to meaning and style.

Action Step 1 **5**

Provide Professional Development in the area of Reading Application and Vocabulary with emphasis on close reading.

Person Responsible

Elianey's Basulto

Schedule

On 9/21/2015

Evidence of Completion

Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs

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

Teachers will implement close reading based reading strategies during whole and differentiated instruction groups.

Reading Leader and Curriculum Support Specialist will provide additional support to Reading/LA teachers as needed.

Person Responsible

Eva Hunter ehunter@dadeschools.net

Schedule

On 10/30/2015

Evidence of Completion

Lesson plans, resources, differentiated instruction groups, journals, technology

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

RTI Leadership team and Reading/ L.A teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of close reading in grades K-5.

Person Responsible

Carzell Morris

Schedule

On 10/30/2015

Evidence of Completion

Agenda, schedule, grade level action plan

G3. Our STEM goal for the 2015-2016 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%. 1

G070559

G3.B1 Students in grades 3-5 are lacking of STEM vocabulary and science inquiry skills. 2

B183838

G3.B1.S1 Provide a parent orientation on the importance of STEM related activities in our school and grade level academic targets. 4

S195467

Strategy Rationale

Develop an after-school enrichment curriculum reinforcing the STEM related activities in the after-school.

Action Step 1 5

Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.

Person Responsible

Elianeys Basulto

Schedule

On 11/18/2015

Evidence of Completion

Parent orientation meeting minutes, agenda, parent signing sheet

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

Monitor the implementation of STEM related activities in our school such as the Science Fair, Mathematics/Science Extravaganza, Science Fair, S.T.E.A.M fieldtrips and challenges.

Person Responsible

Carzell Morris

Schedule

On 12/19/2015

Evidence of Completion

walk-through logs, student/participation signing sheet, activity agenda/minutes

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

Create partnerships with feeder pattern magnet schools to expose our students to a greater variety of STEM related activities such as the Magnet Night, S.T.E.A.M fieldtrips/challenges, fieldtrips to magnet schools and Curriculum Expo.

Person Responsible

Carzell Morris

Schedule

On 12/19/2015

Evidence of Completion

Presentation agenda, brochures, student signing sheet


G4. Our goal for the 2015-2016 school year is to increase parent participation by 70% percentage point (364 parents.) 1

 G070560

G4.B1 Parents from the Economically Disadvantaged subgroup, lack participation in school wide curriculum activities. 2

 B183839

G4.B1.S1 Develop Volunteer Service Inventory to assess parents' educational background and professional development needs. 4

 S195468

Strategy Rationale

Provide monthly professional development opportunities to parents in areas of needs.

Action Step 1 5

Review parent/teacher feedback on the effectiveness of the volunteer service Inventory and professional development needs for the 2015-2016 school year.

Person Responsible

Elianays Basulto

Schedule

On 10/24/2015

Evidence of Completion

Volunteer Service Inventory

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

Create a PD calendar and submit monthly invitations to parents for parental involvement workshops in the school.

Person Responsible

Elianeys Basulto

Schedule

On 12/24/2015

Evidence of Completion

Parent survey, parent signing sheet, pd agenda, parent pd reflections

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

Monitor the effectiveness of parental involvement workshop opportunities through parent surveys.

Person Responsible

Carzell Morris

Schedule

On 10/24/2015

Evidence of Completion

Parent survey, parent signing sheet, pd agenda, parent pd reflections

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Provide Professional Development in the area of Informational Text and Vocabulary with emphasis on Text Evidence reading strategies to be infused into the Writing Process.	Morris, Carzell	8/21/2015	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	9/21/2015 one-time
G1.B6.S1.A1	Provide Professional Development in the area of Geometry and Number Operation with emphasis on rigor and higher order thinking skills strategies to be infused during the mathematics block.	Basulto, Elianeys	8/20/2015		10/30/2015 one-time
G1.B9.S1.A1	Provide Professional Development in the area of earth and space with emphasis on investigation and science application strategies to be infused during the science block.	Basulto, Elianeys	8/20/2015	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	10/20/2015 one-time

Dade - 0771 - Dr. William A. Chapman Elementary School - 2015-16 SIP
Dr. William A. Chapman Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B12.S1.A1	Provide Professional Development in the area of American History and Geography with emphasis on literacy across curriculum with strategies to be infused during the social science block.	Basulto, Elianeys	8/20/2015		10/30/2015 one-time
G2.B1.S1.A1	Provide Professional Development in the area of Reading Application and Vocabulary with emphasis on close reading.	Basulto, Elianeys	8/21/2015	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	9/21/2015 one-time
G3.B1.S1.A1	Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.	Basulto, Elianeys	8/21/2015	Parent orientation meeting minutes, agenda, parent signing sheet	11/18/2015 one-time
G4.B1.S1.A1	Review parent/teacher feedback on the effectiveness of the volunteer service Inventory and professional development needs for the 2015-2016 school year.	Basulto, Elianeys	8/24/2015	Volunteer Service Inventory	10/24/2015 one-time
G1.MA1	RTI Leadership team and Reading/ L.A teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of Text Evidence reading strategies as well as writing components in grades K-5. Administration will monitor the effective implementation of Informational Text and Vocabulary with emphasis on the use of text based evidence reading strategies as well as the writing components in grades K-5.	Morris, Carzell	10/5/2015	Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-through, resources	11/13/2015 one-time
G1.B3.S1.MA1	Reading Coach and Curriculum Support Specialist will provide additional support to Reading/LA teachers as needed.	Morris, Carzell	10/2/2015	Schedule, lesson modeling, observational notes	11/2/2015 one-time
G1.B3.S1.MA1	Teachers will implement Text Evidence based reading strategies during whole and differentiated instruction groups. Teachers will implement the writing process utilizing McGraw-Hill and FSA writing components in response to text evidence. Reading Leader and Curriculum Support Specialist will provide additional support to Reading/ LA teachers as needed.	Basulto, Elianeys	9/22/2015	Lesson plans, resources, differentiated instruction groups, journals, technology	10/22/2015 one-time
G1.B6.S1.MA1	RTI Leadership team and Mathematics teachers will conduct a debriefing sessions during grade level planning meeting regarding the implementation of mathematics strategies in grades K-5. Administration will monitor the effective implementation of Geometry and Number Operations during the mathematics block, with emphasis on rigor and higher order thinking skills; in alignment with district pacing guide and test item specifications.	Morris, Carzell	10/15/2015	Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-throughs, technology supplemental resources	11/15/2015 one-time
G1.B6.S1.MA1	Teachers will implement rigorous learning during the mathematics block and DI groups infusing a variety of thinking strategies through project based learning, technology and GO Math resources. Mathematics Leader and Curriculum Support Specialist will provide additional support to Mathematics teachers as needed.	Basulto, Elianeys	8/24/2015	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	11/2/2015 one-time

Dade - 0771 - Dr. William A. Chapman Elementary School - 2015-16 SIP
Dr. William A. Chapman Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B9.S1.MA1	RTI Leadership team and science teachers will conduct a debriefing sessions during grade level planning meeting regarding the implementation of science strategies in grades K-5. Administration will monitor the effective implementation and instruction of earth and space with emphasis on investigation and science application through science inquiry activities, project based learning and interim assessments in grades K-5.	Morris, Carzell	11/20/2015	lesson plans, DI groups, walk-throughs, supplemental resources, bi-weekly/ interim assessments	12/20/2015 one-time
G1.B9.S1.MA1	Teachers will implement science strategies during whole group instruction and enrichment targeted groups (ELITE and S.T.E.A.M.) Teachers will implement remediation in the area of earth and space utilizing test item specifications, technology and Scott Foresman resources. The science Leader and Curriculum Support Specialist will provide additional support to science teachers as needed.	Basulto, Elianeys	10/20/2015	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	11/20/2015 one-time
G1.B12.S1.MA1	RTI Leadership team and social science teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of social science strategies in grades K-5. Administration will monitor the effective implementation and instruction of American History and Geography with emphasis on literacy across curriculum utilizing Time for Kids, Discovery Education and Scott Foresman in alignment with district pacing guide for grades K-5.	Morris, Carzell	10/5/2015	lesson plans, DI groups, walk-throughs, supplemental resources	10/15/2015 one-time
G1.B12.S1.MA1	Teachers will implement social science strategies during whole group instruction utilizing collaborative student group activities, Scott Foresman and technology resources. The Social Science Leader and Curriculum Support Specialist will provide additional support to social science teachers as needed.	Basulto, Elianeys	11/1/2015	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	12/19/2015 one-time
G1.B12.S1.MA1	Teachers will implement social science strategies during whole group instruction utilizing collaborative student group activities, Scott Foresman and technology resources. The Social Science Leader and Curriculum Support Specialist will provide additional support to social science teachers as needed.	Basulto, Elianeys	8/24/2015	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	8/24/2015 one-time
G2.MA1	Administration will monitor the effective implementation of Reading Application and Vocabulary with emphasis on the the use of close reading in grades K-5.	Morris, Carzell	10/22/2014	lesson plans, DI groups, walk-throughs, resources	11/26/2014 one-time
G2.B1.S1.MA1	RTI Leadership team and Reading/ L.A teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of close reading in grades K-5.	Morris, Carzell	10/5/2015	Agenda, schedule, grade level action plan	10/30/2015 one-time
G2.B1.S1.MA1	Teachers will implement close reading based reading strategies during whole and differentiated instruction groups. Reading Leader and Curriculum	ehunter@dadeschools.net, Eva Hunter	10/5/2015	Lesson plans, resources, differentiated instruction groups, journals, technology	10/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Support Specialist will provide additional support to Reading/LA teachers as needed.				
G3.MA1	Review and modify STEM related experiences as needed. Obtain effectiveness of STEM experiences for grades K-5 and areas for improvement.	Basulto, Elianeys	10/1/2015	Presentation agenda, brochures, student signing sheet, parent/student survey	11/1/2015 one-time
G3.B1.S1.MA1	Create partnerships with feeder pattern magnet schools to expose our students to a greater variety of STEM related activities such as the Magnet Night, S.T.E.A.M fieldtrips/challenges, fieldtrips to magnet schools and Curriculum Expo.	Morris, Carzell	8/24/2015	Presentation agenda, brochures, student signing sheet	12/19/2015 one-time
G3.B1.S1.MA1	Monitor the implementation of STEM related activities in our school such as the Science Fair, Mathematics/Science Extravaganza, Science Fair, S.T.E.A.M fieldtrips and challenges.	Morris, Carzell	8/24/2015	walk-through logs, student/participation signing sheet, activity agenda/minutes	12/19/2015 one-time
G4.MA1	Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2015-2016 school year.	Morris, Carzell	10/26/2015	Volunteer Service Inventory	11/6/2015 one-time
G4.B1.S1.MA1	Monitor the effectiveness of parental involvement workshop opportunities through parent surveys.	Morris, Carzell	8/24/2015	Parent survey, parent signing sheet, pd agenda, parent pd reflections	10/24/2015 one-time
G4.B1.S1.MA1	Create a PD calendar and submit monthly invitations to parents for parental involvement workshops in the school.	Basulto, Elianeys	8/24/2015	Parent survey, parent signing sheet, pd agenda, parent pd reflections	12/24/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B3 Language Arts/Reading 3. Students demonstrated deficiencies in the reporting categories of Informational Text and Vocabulary.

G1.B3.S1 According to the I-Ready AP1 results, students in grades 3-5 demonstrated deficiencies in informational text and vocabulary.

PD Opportunity 1

Provide Professional Development in the area of Informational Text and Vocabulary with emphasis on Text Evidence reading strategies to be infused into the Writing Process.

Facilitator

Ms. Basulto, Assistant Principal, Ms. Hunter, Reading Leader

Participants

Reading/L.A Teachers K-5

Schedule

On 9/21/2015

G1.B6 Mathematics 3. According to the 2015 I-Ready Mathematics AP1 results, students in grades 3-5 demonstrated deficiencies in the reporting categories of Geometry and Number Operations.

G1.B6.S1 Increase Rigor and Higher Order Thinking Skills Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics.

PD Opportunity 1

Provide Professional Development in the area of Geometry and Number Operation with emphasis on rigor and higher order thinking skills strategies to be infused during the mathematics block.

Facilitator

Ms. Basulto, Assistant Principal, Ms. Brown, Mathematics Leader

Participants

Mathematics Teachers grades K-5

Schedule

On 10/30/2015

G1.B9 Science 3. According to the 2015 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting categories of Life Science and Nature of Science.

G1.B9.S1 Investigations & Application of Science Regularly provide students with meaningful opportunities to apply science content and skills.

PD Opportunity 1

Provide Professional Development in the area of earth and space with emphasis on investigation and science application strategies to be infused during the science block.

Facilitator

Ms. Basulto, Assistant Principal, Ms. Brown, Science Leader

Participants

Science Teachers K-5

Schedule

On 10/20/2015

G1.B12 Social Studies 3. According to the 2015 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography.

G1.B12.S1 Literacy Across the Curriculum Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in core curriculum areas.

PD Opportunity 1

Provide Professional Development in the area of American History and Geography with emphasis on literacy across curriculum with strategies to be infused during the social science block.

Facilitator

Ms. Basulto, Assistant Principal, Ms. L. Smith, Media Specialist

Participants

Social Studies Grades K-5

Schedule

On 10/30/2015

G2. Our EWS goal for the 2015-2016 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5.

G2.B1 Level 1 students demonstrated deficiencies in the Reporting Categories of Informational Text and Vocabulary.

G2.B1.S1 Close Reading Implement close reading as an instructional strategy to support students in a more rigorous analysis of text by explicitly teaching students to focus on significant details and patterns to determine what the text states, how it is stated and what it means. Students will develop a deep understanding of the text's form and craft and how they contribute to meaning and style.

PD Opportunity 1

Provide Professional Development in the area of Reading Application and Vocabulary with emphasis on close reading.

Facilitator

Ms. Hunter, Reading Coach

Participants

Reading/Language Arts Teachers K-5

Schedule

On 9/21/2015

G3. Our STEM goal for the 2015-2016 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%.

G3.B1 Students in grades 3-5 are lacking of STEM vocabulary and science inquiry skills.

G3.B1.S1 Provide a parent orientation on the importance of STEM related activities in our school and grade level academic targets.

PD Opportunity 1

Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.

Facilitator

Science Leader/Science Teachers

Participants

Parents

Schedule

On 11/18/2015

G4. Our goal for the 2015-2016 school year is to increase parent participation by 70% percentage point (364 parents.)

G4.B1 Parents from the Economically Disadvantaged subgroup, lack participation in school wide curriculum activities.

G4.B1.S1 Develop Volunteer Service Inventory to assess parents' educational background and professional development needs.

PD Opportunity 1

Review parent/teacher feedback on the effectiveness of the volunteer service Inventory and professional development needs for the 2015-2016 school year.

Facilitator

Ms. Murillo, CIS

Participants

Parents

Schedule

On 10/24/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B12.S1.A1	Provide Professional Development in the area of American History and Geography with emphasis on literacy across curriculum with strategies to be infused during the social science block.				\$0.00
2	G1.B3.S1.A1	Provide Professional Development in the area of Informational Text and Vocabulary with emphasis on Text Evidence reading strategies to be infused into the Writing Process.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Dr. William A. Chapman Elementary School	Title I Part A		\$20,000.00
<i>Notes: Project M.O.V.E</i>						
3	G1.B6.S1.A1	Provide Professional Development in the area of Geometry and Number Operation with emphasis on rigor and higher order thinking skills strategies to be infused during the mathematics block.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Dr. William A. Chapman Elementary School	Title III		\$6,000.00
<i>Notes: Title III before-school tutorials in the area of mathematics for grades 2-5.</i>						
4	G1.B9.S1.A1	Provide Professional Development in the area of earth and space with emphasis on investigation and science application strategies to be infused during the science block.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Dr. William A. Chapman Elementary School	Other Federal		\$15,000.00
<i>Notes: Science Enrichment through Project M.O.V.E</i>						
5	G2.B1.S1.A1	Provide Professional Development in the area of Reading Application and Vocabulary with emphasis on close reading.				\$0.00
6	G3.B1.S1.A1	Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.				\$850.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Dr. William A. Chapman Elementary School	Other		\$850.00
<i>Notes: Time for Kids, grades 3-5</i>						
7	G4.B1.S1.A1	Review parent/teacher feedback on the effectiveness of the volunteer service inventory and professional development needs for the 2015-2016 school year.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0771 - Dr. William A. Chapman Elementary School	Title I Part A		\$2,500.00
			<i>Notes: Title I CIS Position</i>			
Total:						\$44,350.00