

Miami-Dade County Public Schools

Dr. William A. Chapman Elementary School



2016-17 Schoolwide Improvement Plan

Dr. William A. Chapman Elementary School

27190 SW 140TH AVE, Homestead, FL 33032

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	A

**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 was approved by the Dade County School Board on 9/30/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dr. William A. Chapman Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Dr. William A. Chapman Elementary School is to work with all stakeholders to develop independent and life-long academically successful learners. The administration, faculty and staff will create a culture conducive to enabling our students to develop not only academically, but also emotionally and socially. Our students will depart with the affirmation of the unlimited possibilities for success.

b. Provide the school's vision statement.

All stakeholders at Dr. William A. Chapman Elementary School will be enriched with the best possible educational experience. Our students will work collaboratively to develop effective academic and communication skills provoking critical thinking and creativity, further enabling the skills necessary to ensure their readiness for the global 21st century.

2. School Environment

a. 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-aged children should develop an understanding of the past and identify with the present to meet the challenges in an ever-changing world as well as to become responsible, ethical members of the 21st global society.

b. 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 arrivals, at the entrance of the school, during lunchtime and during student dismissal. In addition, security monitors provide support to teachers and administrators with students who exhibit behavioral difficulties. The Safety Patrol Leader assists with cafeteria supervision and guidance to the Safety Patrols stationed throughout the building during morning arrivals. In addition, for the 2016-2017 school year, the school is scheduled to receive a digital visitor check-in system where the school will be able to digitally record each visitor's photo identification. The system will also generate a visitor pass with a photo, allowing easy access for staff members to identify the visitors in the building.

c. 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 within grade level groups to develop Classroom Management Plans that encompass rules, consequences and a reward system following the Positive Behavior System (PBS model). Classroom rules are posted in each classroom along with the PBS vision and mission. On the first day of school, parents received a copy of their child's teacher's classroom rules, parent-student handbook and acknowledgement of receipt/review of the Code of Student Conduct. Parents and students were required to sign the Parent-Student contract acknowledging school wide procedures, progressive discipline guidelines, and indicators contained within the Code of Student Conduct.

Every teacher implements a series of strategies and interventions within their classroom to help remediate inappropriate behavior and reinforce desirable learning responses utilizing PBS. The PBS discipline plan to was reviewed by the Principal during the PK-5 School Orientation and Title I Annual Meeting as well as during Open House. Parents are encouraged to become familiar with the school's behavioral plan and provide support by reinforcing appropriate behavior through regular contact with teachers and progress reports.

d. 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 meet monthly in order to review cases of identified students with severe behavioral and/or academic deficiencies. The School Psychologist works collaboratively with the teachers to provide Tier I, II, III strategies as necessary. In addition, the Guidance Counselor meets with parents and administration to develop intervention plans for students demonstrating behavioral difficulties. In cases where parents have difficulties attending scheduled meetings, the school Social Worker or Community Involvement Specialist (CIS) conducts home visits to inform parents and provide assistance and/or support as necessary.

Students and families in need of additional counseling are referred to outside agencies such as CHI and Homestead Behavioral. 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.

3. Early Warning Systems

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

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

According to the 2016-2016 Early Warning Systems report, 26 students in grades K-5 had attendance below 90%. The EWS reported a 0% of student suspension rate. According to the 2015-16 FSA results, 64 students in grades 3-5 scored a Level 1 on the ELA portion, and 56 students scored a Level 1 on the Math portion.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	1	5	3	4	11	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	7	4	8	14	6	4	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	18	27	19	0	0	0	0	0	0	0	64

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	4	10	14	20	41	0	0	0	0	0	0	0	95

c. 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 they are provided with the appropriate assistance and support in the areas of academics, behavior, and daily attendance. Students achieving a Level 1 or Level 2 on the FSA receive daily intensive remediation in addition to the 90-minute reading block. They also receive weekly remediation through after-school tutorial programs in reading, mathematics and science. Teachers meet with students and parents to formulate a Progress Monitoring Plan with on-going strategies to remediate benchmarks for which they scored below expectations on for both reading and mathematics.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

During the 2012-2013 school year parent participation in school wide and curriculum activities was 64%, 348 parents.

2. 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 various student productions including Winter Wonderland and a Spring Concert. Students in grades Head Start through 5th grade have an opportunity to sing, dance an act according to grade level selections. In addition, during the year there are several school activities such as the school

and magnet orientation, Math and Science Extravaganza, PAJAMARAMA, FSA & 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Burns, Tania	Principal
Alvarez, Gelsys	Assistant Principal
Holden, Emily	Teacher, K-12
Ferguson, Michelle	Teacher, K-12
Sullivan, Colleen	Teacher, K-12
Smith, Lorna	Instructional Media
Jackson, Artentry	Teacher, K-12

b. Duties

1. 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 as well as 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 the 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 the 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 monthly to engage in the following activities:

- * Review in-house data and data trends within the school and individual classrooms.
- * Evaluate progress monitoring data to make instructional decisions for individual students and classes.
- * Identify professional development needs based on current data.
- * Collaborate regularly to problem solve, share effective practices, evaluate implementation of current interventions, and make instructional decisions.
- * Conduct data chats 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 provide them with updates 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.

2. 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 the 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 met. 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 student needs 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carzell J. Morris	Principal
Gelsys Alvarez	Education Support Employee
Clarence Jones	Business/Community
Emily Holden	Teacher
Lilian Smith	Teacher
Lorna Smith	Teacher
Barbara Doyle	Education Support Employee
Shaunine Lane	Teacher
Susie Hickman	Teacher
Zelda Nunn	Teacher
Tammy Kitchens	Teacher
Nilda Hernandez	Teacher
Stacy McGhee	Teacher
Alexandra Moreno	Student
Roy Payne	Parent
Alicia Rogers	Parent
Michelle Hoo	Parent
Ariel Herrera	Business/Community
Paul Baldwin	Business/Community
Emilio Aviles	Business/Community
Artenry Jackson	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 School Improvement Plan was provided for review, feedback and approval to all EESAC members, stakeholders and members of the community. The goals and strategies in the area of AMO Mathematics for all subgroups was accomplished. 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 2015-16 end of year goals/strategies.

b. 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.

c. 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 position due to an increase of student enrollment. EESAC budget was reviewed and items were approved on the upcoming meeting.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Burns, Tania	Principal
Alvarez, Gelsys	Principal
Holden, Emily	Teacher, K-12
Nunn, Zelda	Teacher, ESE
Kitchens, Tammy	Teacher, K-12
Burstein, Susie	Teacher, ESE
Sullivan, Colleen	Teacher, K-12
Ferguson, Michelle	Teacher, K-12
Smith, Lorna	Teacher, K-12
Jackson, Artentry	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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/Language Arts, 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.

2. 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 and certified-in-field effective teachers. Professional development will be used to support and promote best practices for staff and faculty members. The designated persons for the implementation of this strategy will be the Principal, Assistant Principal, Reading Leader and Mathematics Coach.

3. 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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 for Reading, Scott Foresman for Science, Go Math for Mathematics and Scott Foresman for Social Studies. In addition, students utilize 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.

b. Instructional Strategies

1. 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 monthly in order to analyze assessment results. During grade level data chats, teachers work collaboratively to determine areas for improvement according to 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.

2. 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 grades 2-5 receive a combination of reading, mathematics, and science enrichment through Project M.O.V.E, four times a 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. Recapturing The Vision Program provides remediation and enrichment for students in grades Kindergarten and 1st grade in the areas of Reading and Mathematics.

Strategy Rationale

Students in grades 2-5 receive a combination of reading, mathematics, and science enrichment through Project M.O.V.E, four times a 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. Recapturing The Vision Program provides remediation and enrichment for students in grades Kindergarten and 1st grade in the areas of

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alvarez, Gelsys, gmalvarez@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 chat forms providing strengths and weaknesses for each student. Students are paired in groups to ensure the appropriate level of remediation is provided according to their academic needs and assessment results.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 currently 77 students, 4 teachers, 4 paraprofessionals and one parent outreach specialist. Head Start program utilizes 4 classrooms from the main building of the school. 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 during 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 throughout the community. The Principal serves as the Head Start Director.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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 FSA and interim assessment results there is a need for improvement in Reading for grades 3-5 in the high achievement group as well as the students in the lowest quarter. Also, there is a need for improvement in the high achievement group for grade 5 math and science.

B. 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 intervention. Tier III students in grades K-5 will receive 60 minutes of daily Reading intervention. Students in grades 2-5 will receive after-school enrichment in Reading, Math, and Science through Project M.O.V.E. Students in grades Kindergarten and 1st grade will receive after-school tutoring in the areas of Reading and Mathematics. LEP students in grades K-5 will also receive weekly before-school reading interventions through a Title III grant.

C. Strategic Goals

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

 = 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 2016-2017 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5.
- G3.** Our STEAM goal for the 2016-2017 school year is to increase the participation of students in grades 3-5 in STEAM related experiences by 5 percentage points to 96%.
- G4.** Our goal for the 2016-2017 school year is to increase parent participation by 71% percentage points (370 parents.)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G088089

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Reading - African American	67.0
AMO Reading - Hispanic	65.0
AMO Reading - SWD	73.0
AMO Reading - ED	66.0
AMO Math - All Students	76.0
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal 3

- Language Arts/Reading 3. According to the 2016 I-Ready Reading AP1 results, students in grades 3-5 demonstrated deficiency in the reporting category of High-Frequency Words.
- Mathematics 3. According to the 2016 I-Ready Mathematics AP1 results, students in grades 3-5 demonstrated deficiency in the reporting category of Geometry.
- Science 3. According to the 2016 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting category of Earth and Space Science.
- Social Studies 3. According to the 2016 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 High-Frequency Words and Vocabulary reading strategies as well as writing components in grades K-5. Administration will monitor the effective implementation of High-Frequency Words 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

Tania Burns

Schedule

On 11/11/2016

Evidence of Completion

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

G2. Our EWS goal for the 2016-2017 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5. 1a

G088090

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Targeted Barriers to Achieving the Goal 3

- Level 1 students demonstrated deficiencies in the Reporting Category of High-Frequency Words.

Resources Available to Help Reduce or Eliminate the Barriers 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 grades K-1, Project M.O.V.E grades 2-5, Title III grades K-5 ESOL, CANA ESOL grades K-5, McGraw Hill, Full Steam Ahead Question of the Day, PD Liason, EBD Counselor, AR, Thinking Maps

Plan to Monitor Progress Toward G2. 8

Administration will monitor the effective implementation of Reading Application of High-Frequency Words and Vocabulary with emphasis on timed reading in grades K-5.

Person Responsible

Tania Burns

Schedule

On 11/18/2016

Evidence of Completion

lesson plans, DI groups, walk-throughs, resources

G3. Our STEAM goal for the 2016-2017 school year is to increase the participation of students in grades 3-5 in STEAM related experiences by 5 percentage points to 96%. 1a

G088091

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Gelsys Alvarez

Schedule

On 11/4/2016

Evidence of Completion

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

G4. Our goal for the 2016-2017 school year is to increase parent participation by 71% percentage points (370 parents.) 1a

G088092

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	66.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2016-2017 school year.

Person Responsible

Tania Burns

Schedule

On 10/24/2016

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**

 G088089

G1.B3 Language Arts/Reading 3. According to the 2016 I-Ready Reading AP1 results, students in grades 3-5 demonstrated deficiency in the reporting category of High-Frequency Words. **2**

 B234223

G1.B3.S1 According to the I-Ready AP1 results, students in grades 3-5 demonstrated deficiencies in High-Frequency Words. **4**

 S247007

Strategy Rationale

There is a need for improvement in High-Frequency Words in grades 3-5. Teachers will be provided with professional development opportunities to ensure students understand strategies on how to recognize and use High-Frequency Words.

Action Step 1 **5**

Provide Professional Development in the area of High-Frequency Words with emphasis on Text Evidence reading strategies to be infused into the Writing Process.

Person Responsible

Tania Burns

Schedule

On 10/24/2016

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 to include High Frequency Words during whole group 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

Gelsys Alvarez

Schedule

On 11/4/2016

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

Tania Burns

Schedule

On 11/18/2016


Evidence of Completion

Schedule, lesson modeling, observational notes

G1.B6 Mathematics 3. According to the 2016 I-Ready Mathematics AP1 results, students in grades 3-5 demonstrated deficiency in the reporting category of Geometry. 2

 B234226

G1.B6.S1 Increase rigor and higher order thinking skills as well as infuse a variety of higher order thinking strategies into the delivery of instruction in Mathematics. 4

 S247010

Strategy Rationale

There is a need for improvement to 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 with emphasis on rigor and higher order thinking skills strategies to be infused during the mathematics block.

Person Responsible

Gelsys Alvarez

Schedule

On 10/28/2016

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

Gelsys Alvarez

Schedule

On 11/18/2016

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. iAdministration will monitor the effective implementation of Geometry 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

Tania Burns

Schedule

On 11/18/2016

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 2016 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting category of Earth and Space Science. 2

 B234229

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

 S247013

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

Gelsys Alvarez

Schedule

On 10/28/2016

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. Teachers (ELITE and S.T.E.A.M.) 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

Gelsys Alvarez

Schedule

On 11/18/2016

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 and project based learning in grades K-5.

Person Responsible

Tania Burns


Schedule

On 11/18/2016


Evidence of Completion

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

G1.B12 Social Studies 3. According to the 2016 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography. 2

 B234232

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

 S247014

Strategy Rationale

There is a need for improvement in literacy across the 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

Gelsys Alvarez

Schedule

On 10/28/2016

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

Gelsys Alvarez

Schedule

On 12/16/2016

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 the district pacing guide for grades K-5.

Person Responsible

Tania Burns


Schedule

On 12/16/2016

Evidence of Completion

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

G2. Our EWS goal for the 2016-2017 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5. **1**

 G088090

G2.B1 Level 1 students demonstrated deficiencies in the Reporting Category of High-Frequency Words. **2**

 B234233

G2.B1.S1 Implement timed reading as an instructional strategy to support students in a more rigorous analysis of text vocabulary by explicitly teaching students to focus on significant details and patterns to determine what the word, the context in which 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**

 S247015

Strategy Rationale

Reading and Language Arts teachers in grades K-5 will implement timed 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 word, the context in which 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 of High-Frequency Words and Vocabulary with emphasis on timed reading.

Person Responsible

Gelsys Alvarez

Schedule

On 10/28/2016

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

Gelsys Alvarez

Schedule

On 11/18/2016

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

Tania Burns

Schedule

On 11/18/2016

Evidence of Completion

Agenda, schedule, grade level action plan

G3. Our STEAM goal for the 2016-2017 school year is to increase the participation of students in grades 3-5 in STEAM related experiences by 5 percentage points to 96%. 1

G088091

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

B234236

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

S247016

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Gelsys Alvarez

Schedule

On 11/18/2016

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 STEAM related activities such as the Science Fair, Mathematics/ Science Extravaganza, Science Fair, STEAM fieldtrips and challenges.

Person Responsible

Tania Burns

Schedule

On 12/16/2016

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 STEAM related activities such as the Magnet Night, STEAM fieldtrips/challenges, fieldtrips to magnet schools and Curriculum Expo.

Person Responsible

Tania Burns

Schedule

On 12/16/2016

Evidence of Completion

Presentation agenda, brochures, student signing sheet

G4. Our goal for the 2016-2017 school year is to increase parent participation by 71% percentage points (370 parents.) 1

G088092

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

B234237

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

S247017

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 2016-2017 school year.

Person Responsible

Gelsys Alvarez

Schedule

On 10/24/2016

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 within the school.

Person Responsible

Gelsys Alvarez

Schedule

On 12/16/2016

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

Tania Burns





Schedule








On 12/16/2016

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G4.MA1  M334425	Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2016-2017...	Burns, Tania	9/12/2016	Volunteer Service Inventory	10/24/2016 one-time
G1.B3.S1.A1  A321274	Provide Professional Development in the area of High-Frequency Words with emphasis on Text Evidence...	Burns, Tania	9/26/2016	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	10/24/2016 one-time
G4.B1.S1.A1  A321284	Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory and...	Alvarez, Gelsys	9/12/2016	Volunteer Service Inventory	10/24/2016 one-time
G1.B6.S1.A1  A321277	Provide Professional Development in the area of Geometry with emphasis on rigor and higher order...	Alvarez, Gelsys	9/26/2016		10/28/2016 one-time
G1.B9.S1.A1  A321280	Provide Professional Development in the area of earth and space with emphasis on investigation and...	Alvarez, Gelsys	9/26/2016	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	10/28/2016 one-time
G1.B12.S1.A1  A321281	Provide Professional Development in the area of American History and Geography with emphasis on...	Alvarez, Gelsys	9/26/2016		10/28/2016 one-time
G2.B1.S1.A1  A321282	Provide Professional Development in the area of Reading Application of High-Frequency Words and...	Alvarez, Gelsys	9/26/2016	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	10/28/2016 one-time
G3.MA1  M334422	Review and modify STEAM related experiences as needed. Obtain effectiveness of STEAM experiences...	Alvarez, Gelsys	9/26/2016	Presentation agenda, brochures, student signing sheet, parent/student survey	11/4/2016 one-time
G1.B3.S1.MA1  M334401	Teachers will implement Text Evidence based reading strategies to include High Frequency Words...	Alvarez, Gelsys	9/12/2016	Lesson plans, resources, differentiated instruction groups, journals, technology	11/4/2016 one-time
G1.MA1  M334416	RTI Leadership team and Reading/L.A. teachers will conduct a debriefing session during grade level...	Burns, Tania	10/4/2016	Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-through, resources	11/11/2016 one-time
G2.MA1  M334419	Administration will monitor the effective implementation of Reading Application of High-Frequency...	Burns, Tania	9/26/2016	lesson plans, DI groups, walk-throughs, resources	11/18/2016 one-time
G1.B3.S1.MA1  M334400	Reading Coach and Curriculum Support Specialist will provide additional support to Reading/LA...	Burns, Tania	9/12/2016	Schedule, lesson modeling, observational notes	11/18/2016 one-time
G1.B6.S1.MA1  M334406	RTI Leadership team and Mathematics teachers will conduct a debriefing sessions during grade level...	Burns, Tania	9/26/2016	Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-throughs, technology supplemental resources	11/18/2016 one-time
G1.B6.S1.MA1  M334407	Teachers will implement rigorous learning during the mathematics block and DI groups infusing a...	Alvarez, Gelsys	9/12/2016	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	11/18/2016 one-time
G1.B9.S1.MA1  M334412	RTI Leadership team and science teachers will conduct a debriefing sessions during grade level...	Burns, Tania	10/3/2016	lesson plans, DI groups, walk-throughs, supplemental resources, bi-weekly/ interim assessments	11/18/2016 one-time
G1.B9.S1.MA1  M334413	Teachers will implement science strategies during whole group instruction and enrichment targeted...	Alvarez, Gelsys	10/3/2016	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	11/18/2016 one-time
G2.B1.S1.MA1  M334417	RTI Leadership team and Reading/L.A. teachers will conduct a debriefing session during grade level...	Burns, Tania	10/3/2016	Agenda, schedule, grade level action plan	11/18/2016 one-time
G2.B1.S1.MA1  M334418	Teachers will implement close reading based reading strategies during whole and differentiated...	Alvarez, Gelsys	10/3/2016	Lesson plans, resources, differentiated instruction groups, journals, technology	11/18/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1  A321283	Provide a parent orientation on the importance of STEAM related activities in our school and in...	Alvarez, Gelsys	9/26/2016	Parent orientation meeting minutes, agenda, parent signing sheet	11/18/2016 one-time
G1.B12.S1.MA1  M334414	RTI Leadership team and social science teachers will conduct a debriefing session during grade...	Burns, Tania	10/3/2016	lesson plans, DI groups, walk-throughs, supplemental resources	12/16/2016 one-time
G1.B12.S1.MA1  M334415	Teachers will implement social science strategies during whole group instruction utilizing...	Alvarez, Gelsys	10/3/2016	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	12/16/2016 one-time
G3.B1.S1.MA1  M334420	Create partnerships with feeder pattern magnet schools to expose our students to a greater variety...	Burns, Tania	10/3/2016	Presentation agenda, brochures, student signing sheet	12/16/2016 one-time
G3.B1.S1.MA1  M334421	Monitor the implementation of STEAM related activities such as the Science Fair,...	Burns, Tania	10/3/2016	walk-through logs, student/participation signing sheet, activity agenda/minutes	12/16/2016 one-time
G4.B1.S1.MA1  M334423	Monitor the effectiveness of parental involvement workshop opportunities through parent surveys.	Burns, Tania	9/5/2016	Parent survey, parent signing sheet, pd agenda, parent pd reflections	12/16/2016 one-time
G4.B1.S1.MA1  M334424	Create a PD calendar and submit monthly invitations to parents for parental involvement workshops...	Alvarez, Gelsys	9/5/2016	Parent survey, parent signing sheet, pd agenda, parent pd reflections	12/16/2016 one-time

V. 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. According to the 2016 I-Ready Reading AP1 results, students in grades 3-5 demonstrated deficiency in the reporting category of High-Frequency Words.

G1.B3.S1 According to the I-Ready AP1 results, students in grades 3-5 demonstrated deficiencies in High-Frequency Words.

PD Opportunity 1

Provide Professional Development in the area of High-Frequency Words with emphasis on Text Evidence reading strategies to be infused into the Writing Process.

Facilitator

Mrs. Alvarez, Assistant Principal, Reading Leader

Participants

Reading/L.A Teachers K-5

Schedule

On 10/24/2016

G1.B6 Mathematics 3. According to the 2016 I-Ready Mathematics AP1 results, students in grades 3-5 demonstrated deficiency in the reporting category of Geometry.

G1.B6.S1 Increase rigor and higher order thinking skills as well as infuse a variety of higher order thinking strategies into the delivery of instruction in Mathematics.

PD Opportunity 1

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

Facilitator

Mrs. Alvarez, Assistant Principal, Ms. Miller, Mathematics Leader

Participants

Mathematics Teachers grades K-5

Schedule

On 10/28/2016

G1.B9 Science 3. According to the 2016 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting category of Earth and Space 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

Mrs. Alvarez, Assistant Principal, Ms. Battle, Science Leader

Participants

Science Teachers K-5

Schedule

On 10/28/2016

G1.B12 Social Studies 3. According to the 2016 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography.

G1.B12.S1 Literacy across the curriculum utilizes 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

Mrs. Alvarez, Assistant Principal, Ms. L. Smith, Media Specialist

Participants

Social Studies Grades K-5

Schedule

On 10/28/2016

G2. Our EWS goal for the 2016-2017 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 Category of High-Frequency Words.

G2.B1.S1 Implement timed reading as an instructional strategy to support students in a more rigorous analysis of text vocabulary by explicitly teaching students to focus on significant details and patterns to determine what the word, the context in which 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 of High-Frequency Words and Vocabulary with emphasis on timed reading.

Facilitator

Reading Coach

Participants

Reading/Language Arts Teachers K-5

Schedule

On 10/28/2016

G3. Our STEAM goal for the 2016-2017 school year is to increase the participation of students in grades 3-5 in STEAM related experiences by 5 percentage points to 96%.

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

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

PD Opportunity 1

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

Facilitator

Science Leader/Science Teachers

Participants

Parents

Schedule

On 11/18/2016

G4. Our goal for the 2016-2017 school year is to increase parent participation by 71% percentage points (370 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 2016-2017 school year.

Facilitator

Ms. Murillo, CIS

Participants

Parents

Schedule

On 10/24/2016

VI. Technical Assistance Items

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

VII. Budget

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 High-Frequency Words with emphasis on Text Evidence reading strategies to be infused into the Writing Process.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0771 - Dr. William A. Chapman Elementary School	Title I, Part A		\$20,000.00
			Notes: Project M.O.V.E			
3	G1.B6.S1.A1	Provide Professional Development in the area of Geometry 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	2016-17
			0771 - Dr. William A. Chapman Elementary School	Title III		\$6,000.00
			Notes: Title III before-school tutorials in the area of mathematics for grades 2-5.			
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	2016-17
			0771 - Dr. William A. Chapman Elementary School	Other Federal		\$15,000.00
			Notes: Science Enrichment through Project M.O.V.E			
5	G2.B1.S1.A1	Provide Professional Development in the area of Reading Application of High-Frequency Words and Vocabulary with emphasis on timed reading.				\$0.00
6	G3.B1.S1.A1	Provide a parent orientation on the importance of STEAM related activities in our school and in other magnet schools within our region.				\$850.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0771 - Dr. William A. Chapman Elementary School	Other		\$850.00
			Notes: Time for Kids, grades 3-5			

7	G4.B1.S1.A1	Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory and professional development needs for the 2016-2017 school year.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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