

Miami-Dade County Public Schools

# Dr. William A. Chapman Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	C*	B

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Dr. William A. Chapman Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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. Throughout the day, visitors are required to check in at the front desk and receive a visitor's pass. Continuous school wide activities also promote school safety are provided to students including Character Education, Anti-Bullying, Drug-Free week, etc.

##### 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 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 a toy drive to ensure each child in the school receives a toy in hand.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

According to the 2017-2018 Early Warning Systems report, 0% of the students in grades K-5 had attendance below 90%. The EWS reported a 0% of student suspension rate. According to the 2017-18 FSA results, 64 students in grades 3-5 scored a Level 1 on the ELA and 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	8	7	6	12	2	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	1	7	8	10	22	16	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	2	10	8	4	24	16	0	0	0	0	0	0	0	64

**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 for both reading and mathematics.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

During the 2017-2018 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 Talent Show. 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, STEAM Extravaganza, Harvest Fest, FSA & SAT-10 Night, SAT/FSA Pep-Rally, Career Day, Black History Read-In Chain. 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

### 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
Ferguson, Michelle	Teacher, K-12
Jackson, Artentry	Teacher, K-12
Sanguily, Vanessa	Instructional Coach
cabanas, christina	School Counselor
Smith, Lillian	Teacher, K-12
Burstein, Susie	Teacher, ESE
Portillo, Noemi	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 quarter 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 and 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. 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.

School Counselor: Assists 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 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 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). 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
Lilian Smith	Teacher
Barbara Doyle	Education Support Employee
Shaunine Lane	Teacher
Susie Hickman	Teacher
Zelda Nunn	Teacher
Nilda Hernandez	Teacher
Stacy McGhee	Teacher
Alexandra Moreno	Student
Michelle Hoo	Parent
Ariel Herrera	Parent
Emilio Aviles	Business/Community
Artentry Jackson	Teacher
Esdras Olavarria	Business/Community
Vanessa Sanguily	Parent
Christina Cabanas	Parent
Colleen Sullivan	Teacher
Virgil Jackson	Business/Community
Jaqueline Valdes de Quesada	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

The 2016-2017 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 Annual Measurable Objectives (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 2017-2018 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. 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 \$ 2,182.00  
 Time for Kids \$1,035.87  
 Student Incentives: 70's Club \$1,145.00

**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
Nunn, Zelda	Teacher, ESE
Burstein, Susie	Teacher, ESE
Ferguson, Michelle	Teacher, K-12
Jackson, Artentry	Teacher, K-12
Akins, Shameeka	Teacher, K-12
Martin, Monika	Teacher, K-12
Lucio, Joselyn	Teacher, K-12
Sanguily, Vanessa	Instructional Coach

**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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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. Share Wednesdays bi-weekly sessions will allow teachers to share highly effective teaching strategies for all teachers.

### 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 and Fusion for Science, Go Math for Mathematics and McGraw-Hill 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 for both Reading and Mathematics is developed addressing deficiency areas. The Reading and Math Coach provide professional developments and modeling

sessions for teachers in need through coaching cycles. 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:** 5,760

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.

**Strategy Rationale**

Identified students in grades 2-5 are in need of additional support and foundational skills in order to bridge their academic gap and to ensure academic growth and success.

**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 topic 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.

**Strategy:** Before School Program

**Minutes added to school year:** 2,160

Students in ESOL Levels 1-5 receive before school tutoring through a Title III grant which enables them to receive Reading and Mathematics enrichment and remediation instruction.

**Strategy Rationale**

Identified ESOL students in grades K-5 are in need of additional support and foundational skills in order to bridge their academic gap and to ensure academic growth and success.

**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**

Attendance logs, pre and post test assessment results,

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **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 transition 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.**

Career Day and ongoing presentations by community leaders.

#### **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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

## **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.

## **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.**      If core instruction is increased in all content areas, then student achievement will improve.

## 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. If core instruction is increased in all content areas, then student achievement will improve.** 1a

G096928

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
ELA Achievement District Assessment	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	30.0

**Targeted Barriers to Achieving the Goal** 3

- Students struggle with the demands of content specific vocabulary and text complexity when reading across the curriculum.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- McGraw Hill Reading and Math series, Pearson Success Science, Discovery Education, i-Ready, Time for Kids curriculum for grades 3-5, Reading and Math Coach, Science Liason, Wiz Kidz Tutoring, Recapturing the Vision in grades K-1, Project M.O.V.E. in grades 2-5, Title III ESOL grades K-5, Full Steam Ahead Question of the Day, PD Liaison, and Thinking Maps.

**Plan to Monitor Progress Toward G1.** 8

Observe effective implementation of strategies that help to increase knowledge of content specific vocabulary across the curriculum.

**Person Responsible**

Tania Burns

**Schedule**

Biweekly, from 10/16/2017 to 5/18/2018

**Evidence of Completion**

Lesson plans, DI groups, walk-throughs, classroom observations

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096928

**G1.B1** Students struggle with the demands of content specific vocabulary and text complexity when reading across the curriculum. **2**

 B260756

**G1.B1.S1** Provide Professional Development in the area of Vocabulary and Reading Application as an instructional strategy that teaches students to focus on significant details and patterns through a more rigorous analysis of text. Students will develop a deeper understanding of the text's form and craft as well as how it contributes to meaning and style. **4**

 S276137

### Strategy Rationale

Students struggle with the demands of content specific vocabulary and text complexity when reading across the curriculum.

### Action Step 1 **5**

Provide Professional Development in the area of Vocabulary and how it can be implemented across the curriculum.

#### Person Responsible

Gelsys Alvarez

#### Schedule

Semiannually, from 10/2/2017 to 5/18/2018

#### Evidence of Completion

Agenda, Sign-in sheets, follow-up activity.

### Action Step 2 **5**

Provide vocabulary challenges for students across the curriculum that focus on content specific vocabulary as an extension to lessons.

#### Person Responsible

Gelsys Alvarez

#### Schedule

Biweekly, from 10/2/2017 to 5/18/2018

#### Evidence of Completion

Challenge word calendar, student logs

### Action Step 3 **5**

Provide Professional Development in the area of Reading Application and how it can be implemented across the curriculum.

**Person Responsible**

Gelsys Alvarez

**Schedule**

Semiannually, from 10/2/2017 to 5/18/2018

**Evidence of Completion**

Agendas, sign-in sheets, follow-up activity.

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

Evidence of the implementation of the strategies taught, and how students demonstrate the integration of vocabulary in the reading application process.

**Person Responsible**

Gelsys Alvarez

**Schedule**

Monthly, from 10/2/2017 to 5/18/2018

**Evidence of Completion**

Lesson plans, resources, differentiated instruction, journals, text-based vocabulary, technology

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Teachers will share best practices during Share Wednesday sessions.

**Person Responsible**

Tania Burns

**Schedule**

Monthly, from 10/23/2017 to 5/18/2018

**Evidence of Completion**

Agenda, sign-ins, lesson modeling

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M399867	Observe effective implementation of strategies that help to increase knowledge of content specific...	Burns, Tania	10/16/2017	Lesson plans, DI groups, walk-throughs, classroom observations	5/18/2018 biweekly
G1.B1.S1.MA1 M399865	Teachers will share best practices during Share Wednesday sessions.	Burns, Tania	10/23/2017	Agenda, sign-ins, lesson modeling	5/18/2018 monthly
G1.B1.S1.MA1 M399866	Evidence of the implementation of the strategies taught, and how students demonstrate the...	Alvarez, Gelsys	10/2/2017	Lesson plans, resources, differentiated instruction, journals, text-based vocabulary, technology	5/18/2018 monthly
G1.B1.S1.A1 A371623	Provide Professional Development in the area of Vocabulary and how it can be implemented across the...	Alvarez, Gelsys	10/2/2017	Agenda, Sign-in sheets, follow-up activity.	5/18/2018 semiannually
G1.B1.S1.A2 A371624	Provide vocabulary challenges for students across the curriculum that focus on content specific...	Alvarez, Gelsys	10/2/2017	Challenge word calendar, student logs	5/18/2018 biweekly
G1.B1.S1.A3 A371625	Provide Professional Development in the area of Reading Application and how it can be implemented...	Alvarez, Gelsys	10/2/2017	Agendas, sign-in sheets, follow-up activity.	5/18/2018 semiannually

## V. Professional Development Opportunities

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

**G1.** If core instruction is increased in all content areas, then student achievement will improve.

**G1.B1** Students struggle with the demands of content specific vocabulary and text complexity when reading across the curriculum.

**G1.B1.S1** Provide Professional Development in the area of Vocabulary and Reading Application as an instructional strategy that teaches students to focus on significant details and patterns through a more rigorous analysis of text. Students will develop a deeper understanding of the text's form and craft as well as how it contributes to meaning and style.

### PD Opportunity 1

Provide Professional Development in the area of Vocabulary and how it can be implemented across the curriculum.

#### Facilitator

Mrs. Jackson, Reading Coach

#### Participants

Reading/L.A. Teachers K-5

#### Schedule

Semiannually, from 10/2/2017 to 5/18/2018

### PD Opportunity 2

Provide Professional Development in the area of Reading Application and how it can be implemented across the curriculum.

#### Facilitator

Mrs. Jackson, Reading Coach

#### Participants

Reading Teachers

#### Schedule

Semiannually, from 10/2/2017 to 5/18/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide Professional Development in the area of Vocabulary and how it can be implemented across the curriculum.	\$0.00
2	G1.B1.S1.A2	Provide vocabulary challenges for students across the curriculum that focus on content specific vocabulary as an extension to lessons.	\$0.00
3	G1.B1.S1.A3	Provide Professional Development in the area of Reading Application and how it can be implemented across the curriculum.	\$0.00
Total:			\$0.00