

# Dr. William A. Chapman Elementary School



2014-15 School Improvement Plan

## Dr. William A. Chapman Elementary School

27190 SW 140TH AVE, Homestead, FL 33032

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

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	Yes	97%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	97%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	C

### School Board Approval

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

### SIP Authority and Template

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

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

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

Dr. William A. Chapman Elementary School provides a safe learning environment for all students, staff members and stakeholders. The school currently has 2 security monitors, 1 Safety Patrol Leader and 20 students as safety patrols to assist during student arrivals. The security monitors supervise students during morning duty, entrance of the school, cafeteria schedule and student dismissal. In addition, security monitors assist teachers and administrators with students exhibiting unsatisfactory behaviors. The Safety Patrol Leader provides cafeteria supervision and guidance to the Safety Patrols assisting with morning duty. In addition, for the 2014-2015 school year, the school will be receiving security cameras to monitor the safe learning environment and student transitions during the day.

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

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



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

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

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

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

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

**Early Warning Systems**

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

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

According to the Early Warning Systems report for the 2013-2014 school year, there were 37 suspensions, 54 students failed a reading course, 42 students failed a math course, 36 students received a level 1 in reading and 23 students received a level 1 in math.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	7	6	9	17	10	68
One or more suspensions	0	0	0	0	0	35	35
Course failure in ELA or Math	13	14	8	13	5	1	54
Level 1 on statewide assessment	0	0	0	11	11	14	36

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	13	10	9	11	3	1	47

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

Students identified by the early warning system are highly monitored by the Attendance and the RTI Leadership team to ensure the school provides the assistance and support to families in the area of academics and daily attendance. In addition, students with one or more suspensions receive 45 minutes of daily interventions in reading. Students achieving level 1 on statewide assessment receive 45 minutes of daily interventions, 12 hours of weekly remediation through after-school tutorials in reading, mathematics and science. Students, parents and teachers meet to formulate a PMP plan with on-going strategies to remediate benchmarks in need for reading and mathematics.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

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

#### Description

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

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

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

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Morris, Carzell	Principal
Basulto, Elianeys	Assistant Principal
ehunter@dadeschools.net, Eva Hunter	Teacher, K-12
amiller1914@dadeschools.net, Angela Miller	Instructional Coach
Holden, Emily	Teacher, K-12

#### Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing 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.

Assistant Principal: Provides a foundation for curriculum related decisions based on ongoing data, develops, implements and facilitates a successful plan that will result in continual data analysis to meet individual student needs. Conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Formulates small group intensive instruction for students 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 Leader/ Mathematics Coach: Assist in the development of the curriculum focus calendar which leads, and evaluates school core content standards/programs; identifies and analyzes existing literature scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies: assists with whole school screening programs that identify students "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in design and delivery of professional development; and provides support for assessment and implementation monitoring. Formulates small group intensive instruction for students not making learning gains.

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

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

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

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

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal,**

**state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

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

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

#### Title I, Part D

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

#### Title II

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

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

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

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

#### Title III

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

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

#### Supplemental Academic Instruction (SAI)

Dr. William A. Chapman Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

SAI funds will be coordinated with Title I funds to provide before-school and during-school remediation programs for Level 1 readers. Additionally, SAU funds will be used as an after-school service for Level 2 students.

#### Head Start

The Head Start program began during the 2010-2011 school year. There are 80 students, 4 teachers, 4

paraprofessionals, one administrative assistant and one part-time social worker. Head Start program utilizes 4 classrooms from the main building of the school and the students receive free breakfast and lunch at the school cafeteria. Head Start students and teachers participate in student assemblies and activities such as Hispanic/Black History Student Assembly, Career Day, Field Day, Water Day and Story Day. Our school has developed a strong partnership with the VPK program by providing academic resources to prepare the upcoming Kindergarten class. The Principal serves as the Head Start Director.

### School Advisory Council (SAC)

#### Membership

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

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

#### Duties

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

*Evaluation of last year's school improvement plan*

The 2013-2014 School Improvement Plan was provided for review, feedback and approval to all EESAC members, stakeholders and members of the community. The goals and strategies were met in the area of AMO Mathematics for all subgroups. The goals, strategies and action steps were modified as needed in order to drive the instruction according to students needs. EESAC members provided input during SIP part I, Narrative and 1314 end of year goals/strategies.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

The principal and the Assistant Principal prepared the necessary documents for Budget Conference during the month of September. Dr. William A. Chapman Elementary School received approval of budget items during the conference. The school received three additional teaching positions in grades 2, 3 and 5 for the increase of student enrollment in comparison with July budget conference. EESAC budget was reviewed and items were approved on the September 17th meeting.

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

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

Total project SAC budget is \$ 2,250

Time for Kids \$1,125

Student Incentives: 70's Club \$1,125

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Basulto, Elianeys	Assistant Principal
Morris, Carzell	Principal
ehunter@dadeschools.net, Eva Hunter	Teacher, K-12
amiller1914@dadeschools.net, Angela Miller	Instructional Coach
Holden, Emily	Teacher, K-12
Nunn, Zelda	Teacher, ESE
Kitchens, Tammy	Teacher, K-12
Burstein, Susie	Teacher, ESE
Almeida, Celia	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

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

- Continual analysis of ongoing data
- Use of disaggregated data to realign classroom instruction
- Use of disaggregated data to formulated intensive small groups
- Established fidelity to the use of district purchase Success Maker, Reading Plus, Math Reflex and Discovery Education Public School

## Public and Collaborative Teaching

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

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

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

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

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

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

The school has two mentor teachers. Mentor teachers meet with new teachers to the profession or second year teachers during bi-weekly meetings. Mentee teachers have an opportunity to observe mentor teachers and implement specific instructional strategies during the instructional delivery. In addition, mentor teachers

provide modeling and student demonstrations to ensure the mentee teachers have an effective behavior plan and a variety of strategies to achieve the daily

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

#### **Instructional Strategies**

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

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

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



**Strategy:** Extended School Day

**Minutes added to school year:** 4,920

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

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Basulto, Elianeys, ebasulto@dadeschools.net

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

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

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

The Head Start program began during the 2010-2011 school year. There are 80 students, 4 teachers, 4 paraprofessionals, one parent outreach and one part-time social worker. Head Start program utilizes 4 classrooms from the main building of the school and the students receive free breakfast and lunch at the school cafeteria. Kindergarten teachers articulate with VPK teachers regarding required skills for Kindergarten and areas to reinforce in the last nine weeks for a successful Kindergarten beginning for all students. Our school has developed a strong partnership with the VPK program by providing academic resources to prepare the upcoming Kindergarten class. Dr. William A. Chapman Elementary School provides a 'Transition To Kindergarten Orientation' for parents and VPK4 students in private pre-schools in the community. The Principal serves as the Head Start Director.

### **College and Career Readiness**

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

NA

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

NA

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

NA

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

## School Improvement Goals

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


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Our EWS goal for the 2014-2015 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5.
- G3.** Our STEM goal for the 2014-2015 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%.
- G4.** Our goal for the 2014-2015 school year is to increase parent participation by 10% percentage point to 74% (432 parents.)

## Strategic Goals Detail

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

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

G049788

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Reading - African American	56.0
AMO Reading - Hispanic	53.0
AMO Reading - SWD	63.0
AMO Reading - ED	55.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	40.0

**Resources Available to Support the Goal 2**

- Language Arts/Reading 3 computer labs, Time for Kids Curriculum for grades 3-5, Reading Leader, Adopt an Eagle Tutorial for grade k/1, Recapturing the Vision grade 2, Title I/ S.T.E.A.M grades 3-5, Tittle III grades 3-5 ESOL, McGraw Hill, I-Ready, Full Steam Ahead Question of the Day, PD Liaison, Counselor HS-5th, EBD Counselor, AR, Teach Like A Champion PLC
- Mathematics 3 computers labs, Time for Kids Curriculum for grades 3-5, Mathematics Leader, Adopt an Eagle Tutorials for grades k/1, Recapturing the Vision grade 2, Title I/ S.T.E.A.M grades 3-5, Tittle III grades 2-5, GO Math, I-Ready, Full Steam Ahead Question of the Day, PD Liaison, HS-5 Counselor, EBD Counselor HS-5th, EBD Counselor, Stride Academy, Thinking Maps, Teach Like A Champion PLC
- Science S.T.E.A.M Magnet Curriculum grades 3-5, 3 computers labs, Time for Kids Curriculum for grades 3-5, science Leader, Recapturing the Vision grade 2, Title I/ S.T.E.A.M grades 3-5, Scott Foresman, Full Steam Ahead Question of the Day, Science Logs PK-5, Dr. Chapman Botanical Gardens, Math/Science Extravaganza, PD Liaison, HS-5 Counselor, EBD Counselor, Stride Academy, Discovery Education, Gizmos, Thinking Maps, Teach Like A Champion PLC
- Social Studies S.T.E.A.M Magnet Curriculum grades 3-5, 3 computers labs, Time for Kids Curriculum for grades 3-5, Social Science Leader, Recapturing the Vision grade 2, Title I/ S.T.E.A.M grades 3-5, Scott Foresman, Full Steam Ahead Question of the Day, Current Event Activities, Hispanic Heritage and Black History Month Projects, International Day, PD Liaison, HS-5 Counselor, EBD Counselor, Stride Academy, Discovery Education, CPALMS, Thinking Maps, Teach Like A Champion PLC

**Targeted Barriers to Achieving the Goal 3**

- Language Arts/Reading 3. Students demonstrated deficiencies in the Reporting Categories of Reading Application and Vocabulary.
- Mathematics 3. According to the 2014 FCAT 2.0 Mathematics Assessment results, students in grades 3-5 demonstrated deficiencies in the reporting categories of Geometry and Measurement.
- Science 3. According to the 2014 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated defficiencies in the reporting categories of earth and space.
- Social Studies 3. According to the 2014 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography.

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

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

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

**Person Responsible**

Carzell Morris

**Schedule**

On 11/26/2014

**Evidence of Completion**

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

**G2.** Our EWS goal for the 2014-2015 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5. 1a

G052782

**Targets Supported 1b**

Indicator	Annual Target
	56.0

**Resources Available to Support the Goal 2**

- 3 computers labs, Time for Kids Curriculum for grades 3-5, Reading Leader, Adopt an Eagle Tutorial for grade k/1, Recapturing the Vision grade 2, Title I/SECME grades 3-5, Tittle III grades 3-5 ESOL, McGraw Hill, Full Steam Ahead Question of the Day, PD Liason, Counselor HS-5th, EBD Counselor, AR, Teach Like A Champion PLC

**Targeted Barriers to Achieving the Goal 3**

- Level 1 students demonstrated deficiencies in the Reporting Categories of Reading Application and Vocabulary.

**Plan to Monitor Progress Toward G2. 8**

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

**Person Responsible**

Carzell Morris

**Schedule**

On 11/26/2014

**Evidence of Completion**

lesson plans, DI groups, walk-throughs, resources

**G3.** Our STEM goal for the 2014-2015 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%. 1a

G049792

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- The students in grades 3-5 are not receiving a variety of enrichment activities during the Title I/SECME after-school tutorials due to reduction of funds of the 21st Century grant.

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

Elianeys Basulto

**Schedule**

On 11/26/2014

**Evidence of Completion**

Presentation agenda, brochures, student signing sheet

**G4.** Our goal for the 2014-2015 school year is to increase parent participation by 10% percentage point to 74% (432 parents.) 1a

G049794

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ED	55.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

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

Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2014-2015 school year.

**Person Responsible**

Carzell Morris

**Schedule**

On 11/26/2014

**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**

 G049788

**G1.B3** Language Arts/Reading 3. Students demonstrated deficiencies in the Reporting Categories of Reading Application and Vocabulary. **2**

 B124641

**G1.B3.S1** Text Evidence Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of the text(s) have shaped their thinking and present convincing arguments. **4**

 S136552

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Carzell Morris

#### Schedule

On 9/24/2014

#### Evidence of Completion

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



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

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

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

**Person Responsible**

Elianeys Basulto

**Schedule**

On 11/26/2014

**Evidence of Completion**

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

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

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

**Person Responsible**

Carzell Morris

**Schedule**

On 11/26/2014

**Evidence of Completion**

Schedule, lesson modeling, observational notes

**G1.B6** Mathematics 3. According to the 2014 FCAT 2.0 Mathematics Assessment results, students in grades 3-5 demonstrated deficiencies in the reporting categories of Geometry and Measurement. 2

B124644

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

S136555

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Elianeys Basulto

#### Schedule

On 10/8/2014

#### Evidence of Completion

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

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

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

#### Person Responsible

Elianeys Basulto

#### Schedule

On 11/4/2014

#### Evidence of Completion

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

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

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

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

### **Person Responsible**

Carzell Morris


### **Schedule**

On 11/26/2014


### **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 2014 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting categories of earth and space. 2

 B124647

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

 S136558

### **Strategy Rationale**

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

## Action Step 1 5

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

### **Person Responsible**

Elianeys Basulto

### **Schedule**

On 10/10/2014

### **Evidence of Completion**

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

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

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

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

**Person Responsible**

Elianey's Basulto

**Schedule**

On 10/20/2014

**Evidence of Completion**

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

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

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

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

**Person Responsible**

Carzell Morris

**Schedule**

On 11/26/2014


**Evidence of Completion**

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

**G1.B12** Social Studies 3. According to the 2014 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography. 2

 B126610

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

 S139900

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Elianeys Basulto

#### Schedule

On 10/3/2014

#### Evidence of Completion

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

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

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

#### Person Responsible

Elianeys Basulto

#### Schedule

On 11/6/2014

#### Evidence of Completion

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

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

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

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

**Person Responsible**

Elianeys Basulto

**Schedule**

On 11/6/2014

**Evidence of Completion**

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

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

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

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

**Person Responsible**

Carzell Morris

**Schedule**

On 11/26/2014

**Evidence of Completion**

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

**G2.** Our EWS goal for the 2014-2015 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5. **1**

 G052782

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

 B132997

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

 S144932

### **Strategy Rationale**

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

### **Action Step 1** **5**

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

#### **Person Responsible**

Elianays Basulto

#### **Schedule**

On 9/24/2014

#### **Evidence of Completion**

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

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

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

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

**Person Responsible**

Eva Hunter ehunter@dadeschools.net

**Schedule**

On 10/22/2014

**Evidence of Completion**

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

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

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

**Person Responsible**

Carzell Morris

**Schedule**

On 10/22/2014

**Evidence of Completion**

Agenda, schedule, grade level action plan



**G3.** Our STEM goal for the 2014-2015 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%. 1

G049792

**G3.B1** The students in grades 3-5 are not receiving a variety of enrichment activities during the Title I/SECME after-school tutorials due to reduction of funds of the 21st Century grant. 2

B124655

**G3.B1.S1** Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region. 4

S136566

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Elianeys Basulto

#### Schedule

On 10/17/2014

#### Evidence of Completion

Parent orientation meeting minutes, agenda, parent signing sheet

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

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

#### Person Responsible

Carzell Morris

#### Schedule

On 11/17/2014

#### Evidence of Completion

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

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

Create partnerships with feeder pattern magnet schools to expose our students to a greater variety of STEM related activities such the Magnet Night, fieldtrips to magnet schools and Curriculum Expo.

**Person Responsible**

Carzell Morris

**Schedule**

On 11/17/2014

**Evidence of Completion**

Presentation agenda, brochures, student signing sheet

**G4.** Our goal for the 2014-2015 school year is to increase parent participation by 10% percentage point to 74% (432 parents.) 1

G049794

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

B124657

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

S136568

**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 2014-2015 school year.

**Person Responsible**

Elianeys Basulto

**Schedule**

On 10/15/2014

**Evidence of Completion**

Volunteer Service Inventory

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

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

**Person Responsible**

Elianeys Basulto

**Schedule**

On 11/26/2014

**Evidence of Completion**

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

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

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

**Person Responsible**

Carzell Morris

**Schedule**

On 11/26/2014

**Evidence of Completion**

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

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Provide Professional Development in the area of Reading Application and Vocabulary with emphasis on Text Evidence reading strategies to be infused into the Writing Process.	Morris, Carzell	8/18/2014	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-troughs	9/24/2014 one-time
G1.B6.S1.A1	Provide Professional Development in the area of Geometry and Measurement with emphasis on rigor and higher order thinking skills strategies to be infused during the mathematics block.	Basulto, Elianeys	8/18/2014		10/8/2014 one-time
G1.B9.S1.A1	Provide Professional Development in the area of earth and space with emphasis on investigation and science application strategies to be infused during the science block.	Basulto, Elianeys	8/18/2014	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	10/10/2014 one-time

**Dade - 0771 - Dr. William A. Chapman Elementary School - 2014-15 SIP**  
*Dr. William A. Chapman Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.	Basulto, Elianeys	8/18/2014	Parent orientation meeting minutes, agenda, parent signing sheet	10/17/2014 one-time
G4.B1.S1.A1	Review parent/teacher feedback on the effectiveness of the volunteer service Inventory and professional development needs for the 2014-2015 school year.	Basulto, Elianeys	9/15/2014	Volunteer Service Inventory	10/15/2014 one-time
G1.B12.S1.A1	Provide Professional Development in the area of American History and Geography with emphasis on literacy across curriculum with strategies to be infused during the social science block.	Basulto, Elianeys	8/18/2014		10/3/2014 one-time
G2.B1.S1.A1	Provide Professional Development in the area of Reading Application and Vocabulary with emphasis on close reading.	Basulto, Elianeys	8/18/2014	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	9/24/2014 one-time
G1.MA1	RTI Leadership team and Reading/ L.A teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of Text Evidence reading strategies as well as writing components in grades K-5. Administration will monitor the effective implementation of Reading Application and Vocabulary with emphasis on the the use of text based evidence reading strategies as well as the writing components in grades K-5.	Morris, Carzell	10/22/2014	Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-through, resources	11/26/2014 one-time
G1.B3.S1.MA1	Reading Leader and Curriculum Support Specialist will provide additional support to Reading/LA teachers as needed.	Morris, Carzell	10/10/2014	Schedule, lesson modeling, observational notes	11/26/2014 one-time
G1.B3.S1.MA1	Teachers will implement Text Evidence based reading strategies during whole and differentiated instruction groups. Teachers will implement the writing process utilizing McGraw-Hill and FSA writing components in response to text evidence. Reading Leader and Curriculum Support Specialist will provide additional support to Reading/ LA teachers as needed.	Basulto, Elianeys	9/24/2014	Lesson plans, resources, differentiated instruction groups, journals, technology	11/26/2014 one-time
G1.B6.S1.MA1	RTI Leadership team and Mathematics teachers will conduct a debriefing sessions during grade level planning meeting regarding the implementation of mathematics strategies in grades K-5. Administration will monitor the effective implementation of Geometry and Measurement during the mathematics block, with emphasis on rigor and higher order thinking skills; in alignment with district pacing guide and test item specifications.	Morris, Carzell	10/17/2014	Agenda, schedule, grade level action plan, lesson plans, DI groups, walk-throughs, technology supplemental resources	11/26/2014 one-time
G1.B6.S1.MA1	Teachers will implement rigorous learning during the mathematics block and DI groups infusing a variety of thinking strategies through project based learning, technology and GO Math resources. Mathematics Leader and Curriculum Support Specialist will provide additional support to Mathematics teachers as needed.	Basulto, Elianeys	10/8/2014	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	11/4/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B9.S1.MA1	RTI Leadership team and science teachers will conduct a debriefing sessions during grade level planning meeting regarding the implementation of science strategies in grades K-5. Administration will monitor the effective implementation and instruction of earth and space with emphasis on investigation and science application through science inquiry activities, project based learning and interim assessments in grades K-5.	Morris, Carzell	10/27/2014	lesson plans, DI groups, walk-throughs, supplemental resources, bi-weekly/ interim assessments	11/26/2014 one-time
G1.B9.S1.MA1	Teachers will implement science strategies during whole group instruction and enrichment targeted groups (ELITE and S.T.E.A.M.) Teachers will implement remediation in the area of earth and space utilizing test item specifications, technology and Scott Foresman resources. The science Leader and Curriculum Support Specialist will provide additional support to science teachers as needed.	Basulto, Elianeys	10/10/2014	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	10/20/2014 one-time
G1.B12.S1.MA1	RTI Leadership team and social science teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of social science strategies in grades K-5. Administration will monitor the effective implementation and instruction of American History and Geography with emphasis on literacy across curriculum utilizing Time for Kids, Discovery Education and Scott Foresman in alignment with district pacing guide for grades K-5.	Morris, Carzell	10/27/2014	lesson plans, DI groups, walk-throughs, supplemental resources	11/26/2014 one-time
G1.B12.S1.MA1	Teachers will implement social science strategies during whole group instruction utilizing collaborative student group activities, Scott Foresman and technology resources. The Social Science Leader and Curriculum Support Specialist will provide additional support to social science teachers as needed.	Basulto, Elianeys	10/17/2014	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	11/6/2014 one-time
G1.B12.S1.MA1	Teachers will implement social science strategies during whole group instruction utilizing collaborative student group activities, Scott Foresman and technology resources. The Social Science Leader and Curriculum Support Specialist will provide additional support to social science teachers as needed.	Basulto, Elianeys	10/17/2014	Lesson plans, supplemental resources resources, differentiated instruction groups, journals, technology	11/6/2014 one-time
G2.MA1	Administration will monitor the effective implementation of Reading Application and Vocabulary with emphasis on the the use of close reading in grades K-5.	Morris, Carzell	10/22/2014	lesson plans, DI groups, walk-throughs, resources	11/26/2014 one-time
G2.B1.S1.MA1	RTI Leadership team and Reading/ L.A teachers will conduct a debriefing session during grade level planning meeting regarding the implementation of close reading in grades K-5.	Morris, Carzell	10/10/2014	Agenda, schedule, grade level action plan	10/22/2014 one-time
G2.B1.S1.MA1	Teachers will implement close reading based reading strategies during whole and differentiated instruction groups. Reading Leader and Curriculum	ehunter@dadeschools.net, Eva Hunter	10/10/2014	Lesson plans, resources, differentiated instruction groups, journals, technology	10/22/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Support Specialist will provide additional support to Reading/LA teachers as needed.				
G3.MA1	Review and modify STEM related experiences as needed. Obtain effectiveness of STEM experiences for grades K-5 and areas for improvement.	Basulto, Elianeys	10/17/2014	Presentation agenda, brochures, student signing sheet	11/26/2014 one-time
G3.B1.S1.MA1	Create partnerships with feeder pattern magnet schools to expose our students to a greater variety of STEM related activities such the Magnet Night, fieldtrips to magnet schools and Curriculum Expo.	Morris, Carzell	10/17/2014	Presentation agenda, brochures, student signing sheet	11/17/2014 one-time
G3.B1.S1.MA1	Monitor the implementation of STEM related activities in our school such as the Science Fair, Mathematics/Science Extravaganza, Science Fair, S.T.E.A.M fieldtrips and challenges.	Morris, Carzell	11/17/2014	walk-through logs, student/participation signing sheet, activity agenda/minutes	11/17/2014 one-time
G4.MA1	Review parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2014-2015 school year.	Morris, Carzell	9/15/2014	Volunteer Service Inventory	11/26/2014 one-time
G4.B1.S1.MA1	Monitor the effectiveness of parental involvement workshop opportunities through parent surveys.	Morris, Carzell	10/7/2014	Parent survey, parent signing sheet, pd agenda, parent pd reflections	11/26/2014 one-time
G4.B1.S1.MA1	Create a PD calendar and submit monthly invitations to parents for parental involvement workshops in the school.	Basulto, Elianeys	10/15/2014	Parent survey, parent signing sheet, pd agenda, parent pd reflections	11/26/2014 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B3** Language Arts/Reading 3. Students demonstrated deficiencies in the Reporting Categories of Reading Application and Vocabulary.

**G1.B3.S1** Text Evidence Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of the text(s) have shaped their thinking and present convincing arguments.

### PD Opportunity 1

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

#### Facilitator

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

#### Participants

Reading/L.A Teachers K-5

#### Schedule

On 9/24/2014

**G1.B6** Mathematics 3. According to the 2014 FCAT 2.0 Mathematics Assessment results, students in grades 3-5 demonstrated deficiencies in the reporting categories of Geometry and Measurement.

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

### PD Opportunity 1

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

#### Facilitator

Ms. Basulto, Assistant Principal, Ms. Miller, Mathematics Coach

#### Participants

Mathematics Teachers grades K-5

#### Schedule

On 10/8/2014

**G1.B9** Science 3. According to the 2014 FCAT 2.0 Science Assessment results, students in grade 5 demonstrated deficiencies in the reporting categories of earth and space.

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

### **PD Opportunity 1**

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

#### **Facilitator**

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

#### **Participants**

Science Teachers K-5

#### **Schedule**

On 10/10/2014

**G1.B12** Social Studies 3. According to the 2014 Social Science Inventory assessment results, students in grade 5 demonstrated deficiencies in American History and Geography.

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

### **PD Opportunity 1**

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

#### **Facilitator**

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

#### **Participants**

Social Studies Grades K-5

#### **Schedule**

On 10/3/2014



**G2.** Our EWS goal for the 2014-2015 school year is to decrease the amount of students receiving a level 1 in reading for grades 3-5.

**G2.B1** Level 1 students demonstrated deficiencies in the Reporting Categories of Reading Application and Vocabulary.

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

### **PD Opportunity 1**

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

#### **Facilitator**

Ms. Hunter, Reading Leader

#### **Participants**

Reading/Language Arts Teachers K-5

#### **Schedule**

On 9/24/2014

**G3.** Our STEM goal for the 2014-2015 school year is to increase the participation of students in grades 3-5 in STEM related experiences by 5 percentage points to 96%.

**G3.B1** The students in grades 3-5 are not receiving a variety of enrichment activities during the Title I/SECME after-school tutorials due to reduction of funds of the 21st Century grant.

**G3.B1.S1** Provide a parent orientation on the importance of STEM related activities in our school and in other magnet schools in our region.

### **PD Opportunity 1**

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

#### **Facilitator**

Counselor/Science Teachers

#### **Participants**

Parents

#### **Schedule**

On 10/17/2014

**G4.** Our goal for the 2014-2015 school year is to increase parent participation by 10% percentage point to 74% (432 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 2014-2015 school year.

**Facilitator**

Ms. Murillo, CIS

**Participants**

Parents

**Schedule**

On 10/15/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	22,500
<b>Goal 4:</b> Our goal for the 2014-2015 school year is to increase parent participation by 10% percentage point to 74% (432 parents.)	2,500
<b>Grand Total</b>	<b>25,000</b>

### Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B3.S1.A1</b> - Saturday Academy for grades 3-5 in the areas of Reading and Writing.	Title I Part A	9,000
<b>B6.S1.A1</b> - Title III before-school tutorials in the area of mathematics for grades 2-5.	Title III	3,500
<b>B9.S1.A1</b> - Title I/SECME after-school tutoring in the area of mathematics/science for grades 3-5 in the S.T.E.A.M Magnet program.	Other	10,000
<b>Total Goal 1</b>		<b>22,500</b>

### Goal 4: Our goal for the 2014-2015 school year is to increase parent participation by 10% percentage point to 74% (432 parents.)

Description	Source	Total
<b>B1.S1.A1</b> - Title I CIS Position	Title I Part A	2,500
<b>Total Goal 4</b>		<b>2,500</b>