

Chaparral Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 36676780110726

County: San Bernardino

District (Local Educational Agency): Chino Valley Unified

School: Chaparral Elementary School

Demographics

Enrollment: 641 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Established in 2005, Chaparral Elementary is dedicated to the success of all learners; and is also dedicated to providing opportunities for all of our students that are creative, collaborative, critical thinkers, and good communicators. At Chaparral, the staff and community embrace the excellent strategies of the past while always striving to move forward through 21st Century learning to ensure our 641 students receive the best possible education. As a Title I School (51% Free and Reduced Lunch student population), Chaparral Elementary utilizes all instructional minutes to provide opportunities for all students to become Career and College Ready. We are developing our Science, Technology, Engineering, and Mathematics (STEM) Program; and are working to integrate the art aspects (STEAM). STEM has become the school's focus due to the opportunities that will be afforded to the diverse cultures and races (Hispanic/Latino, Asian, Caucasian, African-American, Other) and learning needs of all students (General Education, English Learners, Special Education, GATE). STEM, we feel at Chaparral, is the most comprehensive approach to 21st Century Instruction.

STEM will allow for students' multiple intelligences to be powerfully affected so that learning, questioning, and contributing to society become integral parts of each individual student for the remainder of their lives.

Being a Title I School, Chaparral is able to utilize Title I Funds, General Funds, and donations to enhance and expand its STEM Program school-wide. The funds are utilized to purchase needed materials, and to train staff on the inner-workings of Common Core State Standards Mathematics and English Language Arts Shifts and STEM. Funds are also used to release teachers to collaborate with "expert" teachers in the areas of Mathematics and Science so that demonstrations and planning with STEM materials occur. With the support of funding, and through direct instruction and Inquiry-Based Learning (IBL), Chaparral's students participate in STEM activities and lessons in all grade levels; Transitional Kindergarten (TK) through 6th Grade. TK, Kindergarten, and 1st grades are involved with coding and various Next Generation Science Standards (NGSS) activities which are provided by the teachers and the Instructional Coach. Grades Two and Three participate in the STEM Program through their participation with circuit building and connections; along with NGSS activities developed from grade-level teaming. With NGSS and IBL being the foundation for upper grades, the 5th grade implements the study and development of Robotics and Prosthetics; the 6th grade's study is on gravity and force through the construction and experience of flying drones; while 4th grade is beginning its exploration of mini-robots. Each grade level will receive a technological enhancement (i.e. Chromebooks), as well, to expand the hands-on experiences that are critical for our economically disadvantaged children.

Model Program and Practices

Name of Model Program/Practice: STEM (Science Technology Engineering Mathematics)

Length of Model Program/Practice: Less than 2 years

Target Area(s): Closing the Achievement Gap, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Chaparral holds parent informational meetings such as PTO Association meetings, to notify stakeholders of funding needs for our STEM Program. Chaparral Teachers participate in family and parent learning workshops such as Parents Are Teachers Too and Family Math Night to bridge the home-school connection and STEM Program Model. Chaparral encourages participation from parents and family members in decisions that affect their child's educational experiences; which also comply with state and federal laws and regulations pertinent to family engagement. Some of the methods used to communicate are, annual parent-teacher conferences, student data chats, and student progress reports. Parents, guardians, and family members have access to staff; along with opportunities to volunteer and participate in their child's classroom and observe activities. All stakeholders are involved in the planning and decision-making process which includes School Site Council meetings, Coffee with Administrators, ELAC, and GATE meetings. To outreach to our parents and community, a variety of communication modes such as Class Dojo, Remind 101, School Messenger (in English, Spanish, and Chinese), Monthly Chaparral Newsletters, Flyers, Chaparral Facebook page, Monday Morning Student Broadcast, Classroom Newsletters, and School Website are employed.

Monitoring and assessment methods being used at Chaparral to evaluate the STEM Program Model effectiveness of parent and community engagement are annual parent surveys; feedback during Action Team Partnership, GATE parent meetings and activities, ELAC monthly meetings, parent participation at STEM Program Model family events, parent feedback forms, and attendance sign-in sheets. Attention paid to feedback allows for improvements to be made for highly-engaging and interest-driven meetings to gain higher participation.

Parents have had the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of supporting their child's learning. Chaparral provides parents with an explanation of the curriculum, academic assessment, proficiency levels, and safety procedures that students are expected to meet and follow.

Chaparral uses its \$20,000 budget for Professional Development to support various trainings, purchase supplies and teaching tools to support the new curriculum and to send staff to high quality professional learning conferences and workshops. Numerous teachers have been trained as experts in various instructional strategies to bring back to the Chaparral teachers and supporting staff in order to establish a cohesive system of learning for the students.

Chaparral's site-based professional development centers around helping teachers bring 21st Century skills into their classroom. Professional learning occurs weekly. It is targeted, structured, and cycled to support teachers. By incorporating best practices, we raise student achievement for all learners.

Implementation and Monitoring

The focus centers on the 4 C's (Critical Thinking, Collaboration, Communication and Creativity), and the district's Areas of Emphasis that include the Standards for Mathematical Practices and the English Language Arts Shifts in the Common Core State Standards. A full-time Instructional Coach is providing support to all teachers at Chaparral. The support may be through co-planning, co-teaching, demonstration lessons, and/or feedback.

Teachers have received District and site-based professional development and personalized collaboration with the site Instructional Coach; as well as being provided with opportunities to attend conferences where Gifted Learning, Kagan Strategies, Thinking Maps, English Language Arts (with English Language Development support), and STEM have been the focus. Also, In support of the STEM Program, several Chaparral teachers continue to be expertly trained as school leaders from the Silicon Valley Math Initiative (SVMI) to provide support specifically in the area of Common Core Math Standards. Teachers have received professional development in the use of Number Talks and how to use Performance Math Tasks successfully and strategically to improve student understanding of number sense and how to "talk" about math collaboratively.

Teachers meet weekly during PLC (Professional Learning Communities) to discuss the effectiveness of lessons utilizing the various instructional strategies attempted in order to align themselves as a grade level and "push" the students to advance their progress in learning. Intervention teachers communicate weekly (during PLC or planning time) with the various grade level teachers to ensure that ALL students are progressing, and are gaining access to the curriculum.

All students need to have a strong foundation in reading and mathematics. STEM activities flourish when students have a strong foundation. The teachers at Chaparral steadfastly adhere to the implementation of Common Core State Standards throughout the school day. The teachers are also strictly adhering to the recommended instructional minutes for reading/language arts and mathematics. Along with the rigorous instruction, assessment is a crucial aspect for observing and monitoring student outcomes.

Each trimester, all students are universally screened to evaluate progress in both academic and socio-emotional areas. To reach the majority of the general population of students' socio-emotional needs, all classroom teachers use Second Step for instruction on social behavior and expectations for learning. However, FastBridge is utilized to help the classroom teachers and intervention staff identify students (grades K–6) who will need academic or socio-emotional support. Smarter Balanced Assessment Consortium (SBAC) is also utilized to identify students who need extra assistance in the area of academics.

Results and Outcomes

Results of the FastBridge and SBAC are reviewed by the teaching staff during Professional Learning Community sessions in order to properly assign students to Multi-Tiered Systems of Supports for Academics and/or Behavior. Students assigned to intervention are continuously monitored for progress; with the expectation and hope that they will exit. Students needing extra support are elevated to the next level of support in order to meet their needs.

When reviewing the FastBridge data, 60% of the students respond to regular instruction in the classroom without the need for intervention support. Through interventions and supports, our targeted students demonstrate success; thus, allowing for progress to be noted with our English Learner Students, Hispanic/Latino, and Economically Disadvantaged students. Overall, for the past two years, the students assessed in grades 3–6 have shown positive achievement on the SBAC and Dashboard where over 50% of the students met or exceeded State Standards. At the end of the 15–16 school year, 3rd Grade 56% of the students exceeded or met standard; 16–17 school year saw the same grade level had 63% of the students exceed or meet standards. For the 15–16 school year, the 4th Grade had 73% of the students exceed or meet standards; while the 16–17 school year demonstrated that the 4th grade 65% of the student exceed or meet standards. The 5th Grade had 69% of those students perform within the “Standards Met or Exceeded” at the end of the 15–16 school year; whereas the 16–17 school year showed that the 5th Grade had 64% attain the levels of “Standards Met or Exceeded.” Finally, the 6th Grade Class of 15–16 had 75% of those students meet or exceed the standards; while 67% of the students in the class of 16–17 met or exceeded the standards. The Dashboard reads that all students (except for Students with Disabilities) are within the "High Status" category for both the 2015–2016 (Spring 2017) and 2016–2017 (Fall 2017) school years.

To address areas of need for student achievement, we set goals. We revisit and revise goals as needed to ensure all students' needs are positively being met, and progress is being made. PLCs are times for discussion and review of data to monitor student growth - in light of aligning new curriculum with NGSS expectations. Each trimester allows for students to be moved into intervention or exited; depending on their progress.

In summary, Chaparral's STEM Program is the focal point for students to be creative, collaborative, critical thinkers, and good communicators. STEM will allow for students' multiple intelligences to be powerfully affected so that learning, questioning, and contributing to society become integral parts of each individual student for the remainder of their lives. We, at Chaparral, feel that we are on the right path of producing students who will become individuals that are Career and College Ready upon graduating from high school.