

Chickasaw Elementary



2014-15 School Improvement Plan

Chickasaw Elementary

6900 AUTUMNVALE DR, Orlando, FL 32822

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

89%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our school's mission is to lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

Our school's mission is to be the top producer of successful students in the nation.

School Environment

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

Chickasaw celebrates student cultures from the moment they enter our school with a wall welcoming families in 28 different languages. Chickasaw learns about students' cultures from Student and Language Surveys. We continue to foster relationships between the school and home by celebrating all cultures with special celebrations during Hispanic Heritage month and Black History month. During each of these months, we celebrate and highlight important cultural influences on the news and in classrooms through videos and literature, promote projects based on prominent and influential people and events, and provide staff luncheons and school celebrations.

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

In order for students to feel safe, we first begin with a safe and secure physical environment. Our campus and all of the buildings on it require badge-access. The campus is monitored before and after school by our staff while students are walking to and from their classroom.

On campus, we have school-wide Character Education through the Learning for Life program and CHAMPS implementation. We also follow the Student Code of Conduct. The combination of these three things help students understand rules, acceptable or alternative behaviors, and provide them guidance to be successful students while feeling safe and respected.

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

We are utilizing CHAMPS school-wide. CHAMPS is a proactive, positive, and instructional approach to behavior management. The teachers create an effective classroom management plan that prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated, and highly engaged in instructional activities. The components focus on instruction, positive feedback, and the use of misbehavior as a teaching opportunity. In addition to utilizing CHAMPS in classrooms, we are also using it in the cafeteria and around campus to set consistent expectations.

We are also utilizing MTSS for Behavior and working to provide teachers with strategies to promote positive student behavior.

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

Chickasaw has a full-time Guidance Counselor that is able to provide individual and small group counseling and support. We also have a mentor program, where staff members work with select students to provide support and guidance.

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

Our early warning system includes:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in-school or out-of-school.
- Course failure in ELA or Math
- A Level 1 score of the statewide, standardized assessments in ELA or Math
- A score of a year below grade level in Reading

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	26	11	21	12	8	17	95
One or more suspensions	2	1	4	4	1	13	25
Course failure in ELA or Math	15	4	16	3	10	16	64
Level 1 on statewide assessment	0	0	0	50	20	41	111
Score of a year below grade level in reading	49	25	62	80	64	72	352

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	7	11	8	26

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

We provide the following strategies to improve academic performance of students identified by the early warning system: additional small group instruction by certified personnel, additional computer-assisted instruction at school and home, tutoring after school, and behavioral support with individualized behavior plans. We will use the MTSS process to support our Academic and Behavior interventions.

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/175153>.

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

We work with many Partners in Education to support the school and student achievement. Our partners help us by providing motivational rewards and opportunities for the students, as well as fund raising opportunities for the school.

We encourage and support all neighborhood partnerships.

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
Medina-Maestre, Janet	Principal
Adames, Cynthia	Teacher, K-12
Cochran, April	Instructional Coach
Jakubcin, Christine	Assistant Principal
Kiem, Melanie	Teacher, K-12
Knapp, Sharon	Instructional Coach
Leon, Erica	Teacher, K-12
West, Lisa	Teacher, K-12
Whittlesey, Julie	Teacher, K-12
Zagarella, Jennifer	Instructional Coach

Duties

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

All members of the Leadership Team meet biweekly to discuss data and events in the building and work together to improve the success of our students.

Janet Medina- Maestre, Principal

Christine Jakubcin- Assistant Principal
Cynthia Adames- CCT
April Cochran- CRT
Melanie Kiem- Reading Resource Teacher (Grade 1, 4, 5)
Erica Leon- Reading Resource Teacher (Grade K, 3, 5)
Sharon Knapp- Media Specialist/Instructional Coach
Lisa West- Reading Resource Teacher/MTSS Coach (Grade 2, 3)
Julie Whittlesey- Staffing Specialist/Gifted Teacher
Jennifer Zagarella- Science Lab Teacher/Science Coach

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

Our school leadership team meets biweekly to review school data in order to provide the necessary tools so that teachers can provide the best instruction for our students. Our teams of teachers meet on a weekly basis for PLC's to review and monitor student progress to inform instruction. All PLC meetings are supported by a member of the school's Leadership Team. Students who need additional support are provided instruction outside of the core using research based materials to meet their learning needs. In addition to classroom teachers, our school has three Reading Resource Teachers that support the additional needs of students by providing small group instruction, modeling lessons, and supporting data analysis. Data Meetings are held once a month to review school-wide trends. MTSS meetings are also held once a month by the MTSS Coach to provide support and guidance through the MTSS process.

Title I, Part A

Chickasaw Elementary is a Title I school, therefore receives additional federal funding for use with high needs students. The majority of our Title I funds are used to fund staff positions: Science Coach, Math Lab, Reading Resource Teachers, and Curriculum Resource Teacher. These teachers provide whole and small group instruction and instructional support in all curriculum areas as appropriate. They provide professional development as identified in our SIP. The remainder of the funds is used for staff development, instructional materials, tutoring, enrichment clubs in math and science, and parental involvement activities.

Title I, Part C- Migrant

Chickasaw does not have any migrant students at this time. If migrant students enroll, we will obtain assistance from the district office.

Title II

The district receives Title II funds that are subsequently distributed to schools to be utilized for staff development activities for school-based staff. At Chickasaw, funds will be used to purchase training materials and provide substitutes for Thinking Maps staff development.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Any additional funds are distributed to the school to provide tutoring and/or for purchase of instructional materials.

Title X- Homeless

The district and school-based personnel provide resources, such as clothing, school supplies, transportation, and social services referrals, for students identified as homeless (under the McKinney-Vento Act).

Supplemental Academic Instruction (SAI)

SAI funds are used to help fund a Reading Resource Teacher, who provides small group instruction to our Level 1 and 2 students in grades 3 and 5 and supports our reading instruction in grade 2.

Violence Prevention Programs

The Orange County Sheriff's Department provides a 10 week curriculum for 5th graders through the Mentoring, Advising, Guiding, and Instructing Children (M.A.G.I.C.) program. We also provide our students with Character Education through our Guidance Counselor and the Learning for Life program.

Nutrition Programs

Our school is part of the Fresh Fruit and Vegetable program, which allows us to provide fresh fruit and vegetables to our students as a snack outside of the breakfast or lunch service. In addition, our Physical Education department provides instruction in how to make healthy food choices. Students are given opportunities to plan healthy meal selections for breakfast, lunch, snack, and dinner. Our Food Service Manager also displays the My Plate poster that has suggested nutritional daily portion requirements for healthy eating.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
April Cochran	Teacher
Janet Medina-Maestre	Principal
Lena Baki	Parent
Jessica Barrett	Teacher
Griselle Cordero	Education Support Employee
Ruth Flynn	Business/Community
Madelyn Menendez	Parent
Mirnalys Menendez	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

Our SAC meets once a month to discuss how the school is working to meet the goals developed in the SIP. At these meetings, data was shared in relation to the goals, staff members shared and presented, and parents expressed experiences and concerns. These meetings guided necessary changes in our SIP goals.

Development of this school improvement plan

SAC meets monthly to discuss aspects of the SIP, including goals and barriers. They review data from state, district, and school assessments and discuss instructional programs, practices, and events that will improve student achievement.

Preparation of the school's annual budget and plan

The school's annual budget is shared at a SAC meeting in the fall and will be reviewed in the spring. The school's plan is reviewed at each meeting, highlighting different content areas and introducing the SAC to the staff members responsible for that area.

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

SAC saved their school improvement funds last year so that we would have a larger allocation this year, which would allow us to purchase digital devices for the school. This year, SAC will vote to use the \$9,000 to buy these digital devices.

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
Medina-Maestre, Janet	Principal
Cochran, April	Instructional Coach
Jakubcin, Christine	Assistant Principal
Kiem, Melanie	Teacher, K-12
Knapp, Sharon	Instructional Coach
Leon, Erica	Teacher, K-12
West, Lisa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year will be to increase independent reading (AR), strengthen instruction and intervention in the primary grade, and increase understanding and rigor in the Florida Standards with the support of Thinking Maps and Core Connections.

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

Chickasaw provides staff development and collaborative planning time to support teachers in their instruction. Each team is supported by a member of the Leadership Team to ensure understanding of the school's initiatives and efforts. The amount of support that is given encourages positive working relationships.

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

Chickasaw recruits and retains highly qualified teachers by:

- providing mentoring and ongoing professional development (S. Knapp and instructional coaches);
- working with the District's certification department to ensure candidates are highly qualified before hiring;
- encouraging local universities with education programs to utilize our campus for internships.

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

All first year teachers, as well as teachers new to OCPS, are provided a mentor from their grade to support them through the year. All teachers additionally receive professional development from our instructional coaches and the district.

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

Chickasaw ensures that its core instructional programs and materials are aligned to Florida's standards by following the district scope and sequence.

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

Chickasaw uses data to inform all instructional decisions. School and grade level data is monitored by the Leadership Team throughout the year to determine changes that need to be made to the core program. Each grade level analyzes grade and teacher data at monthly Data Meetings to determine how students are progressing in each class and what interventions, small groups, and enrichments need to be changed. The MTSS coach meets with each grade level team a minimum of once a month to provide support for the MTSS process and to guide teachers on how to make instructional changes for students based on how they are meeting the standards. Weekly PLCs are held by each grade, supported by a member of the Leadership Team, to review grade level data and student progress and discuss strategies that are working in the classrooms. Reading Resource Teachers meet with teachers to collaborate and improve instruction for our Tier 2 and Tier 3 students.

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: 3,600

We will provide explicit instruction in reading and math two days a week for one and a half hours each day. We will be addressing the Florida Standards that will be assessed on FSA. Students will be provided instruction based on their individual needs.

Strategy Rationale

By providing students with differentiated instruction based on their individual data, we will be better able to increase achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cochran, April, april.cochran@ocps.net

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

Pre- and post-tests will be given to monitor growth. In addition, we will monitor progress throughout the intervention by using STAR reading and math data.

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

We assist preschool children transitioning to elementary programs by providing a high quality curriculum that is stimulating and developmentally appropriate. We provide a safe and caring environment for the students. We provide a variety of settings that support the state mandated guide, which includes opportunities for language development, writing, and mathematical thinking to maximize student readiness for kindergarten. We utilize FLKRS data to help inform our instruction and program decisions.

To assist our fifth graders in their transition to middle school, we work with the middle schools in our feeder pattern, inviting them to speak to our students and arranging tours of the schools. We also utilize AVID to teach our students organizational and comprehension skills that will support them in their future classes.

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

Chickasaw encourages college and career awareness by working with community members during Teach In. Our students gain valuable understanding of careers and colleges through these speakers and their experiences.

Through our AVID and TIF STEM programs, we also work with schools in our feeder pattern by visiting them and have them come to speak to our students. We also work with Junior Achievement

and Burnett Honors College to have college students volunteer in our classrooms and provide additional exposures to college.

Finally, the first Wednesday of every month is College Spirit Day, where teachers and students wear college shirts to show school spirit and increase students' awareness of different college opportunities.

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

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

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.** We will increase the percent of our students reaching proficiency in Reading.
- G2.** We will increase the percent of our students reaching proficiency in Math.

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. We will increase the percent of our students reaching proficiency in Reading. 1a

G038566

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- HMH Journey's
- Lexia
- Reading Resource Teachers
- Media Specialist
- Thinking Maps
- Reading Plus

Targeted Barriers to Achieving the Goal 3

- Lack of motivation by students to read independently.
- Lack of activities requiring critical thinking skills.
- Teachers limited understanding of the Progress Monitoring process.

Plan to Monitor Progress Toward G1. 8

Weekly AR Reports, Quarterly STAR Reading Reports, FSA, OCPS Benchmarks, FAIR, and IOWA

Person Responsible

Janet Medina-Maestre

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased averages on all assessments

G2. We will increase the percent of our students reaching proficiency in Math. 1a

G038567

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0

Resources Available to Support the Goal 2

- GO Math!
- Math Lab Teacher
- TIF STEM Coaches
- Science Coach
- CRT
- iReady
- FASTT Math

Targeted Barriers to Achieving the Goal 3

- Lack of differentiation and small group instruction during the Math block.
- Lack of Math fluency.

Plan to Monitor Progress Toward G2. 8

Increased student proficiency in Math.

Person Responsible

Janet Medina-Maestre

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

OCPS Benchmark, STAR Math, iReady, FSA, Iowa, Go Math!

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. We will increase the percent of our students reaching proficiency in Reading. **1**

 G038566

G1.B1 Lack of motivation by students to read independently. **2**

 B092606

G1.B1.S1 Implement a motivational system to recognize students who are reading independently. **4**

 S103543

Strategy Rationale

A motivational system will help to reach some of our more reluctant readers.

Action Step 1 **5**

Seek input from teachers and students on motivational activities to support independent reading.

Person Responsible

Sharon Knapp

Schedule

On 5/23/2014

Evidence of Completion

Meeting Notes

Action Step 2 5

Develop a motivational system to recognize students that are reading independently.

Person Responsible

Sharon Knapp

Schedule

On 6/6/2014

Evidence of Completion

Meeting Notes, Powerpoint

Action Step 3 5

Present motivational system to teachers and students.

Person Responsible

Sharon Knapp

Schedule

Weekly, from 8/11/2014 to 8/27/2014

Evidence of Completion

Powerpoint, Schedule for classroom teachers

Action Step 4 5

Engage students in motivational activities to increase their independent reading and success.

Person Responsible

Sharon Knapp

Schedule

Monthly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Event schedule, AR reports

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

Monitor AR Reading reports

Person Responsible

Sharon Knapp

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

AR reports

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

Monitor increase in total books read and average of comprehension questions answered correctly.

Person Responsible

Sharon Knapp

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

AR reports, Recognition lists in binder, Individual and Class Data graphs

G1.B2 Lack of activities requiring critical thinking skills. **2**

 B092607

G1.B2.S1 Implement Thinking Maps across content areas, utilizing frame and references and color to deepen understanding. **4**

 S105975

Strategy Rationale

Thinking Maps require students to support their thinking and deepen their understanding by constructing meaningful patterns.

Action Step 1 **5**

Provide Professional Development on Thinking Maps with frame of reference and color through face-to-face opportunities and weekly, map-specific Safari Montage Live presentations.

Person Responsible

Melanie Kiem

Schedule

Monthly, from 4/23/2014 to 6/4/2014

Evidence of Completion

Powerpoint presentations, Attendance

Action Step 2 **5**

Implement a nine week roll out for students and teachers to review and practice the individual Thinking Maps. Teachers will be provided a weekly Safari Montage Live training to review the upcoming Map of the Week. Students will be introduced to the map on the news through a video created for them featuring Thad the Rad Thinking Maps Guy. Teachers throughout the school will highlight the Map of the Week on the news daily, highlighting correct use of the map, color, and frame of reference. Each week, classrooms would practice the Map of the Week (and prior Maps of the Week) and teachers will submit at least one for review and feedback. Critical feedback will be provided weekly.

Person Responsible

Melanie Kiem

Schedule

Weekly, from 8/18/2014 to 10/17/2014

Evidence of Completion

Safari Montage Live trainings, Attendance, Class examples of Thinking Maps

Action Step 3 5

Continued implementation of Thinking Maps with color and frame of reference across content areas.

Person Responsible

Melanie Kiem

Schedule

On 6/3/2015

Evidence of Completion

Class examples

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly submissions of classroom examples to Sharepoint and Classroom walk throughs.

Person Responsible

Melanie Kiem

Schedule

Evidence of Completion

Classroom examples

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Class and students samples will be monitored for effectiveness, as well as increase reading scores on assessments.

Person Responsible

Melanie Kiem

Schedule

On 6/3/2015

Evidence of Completion

Class and student samples, Assessment data

G1.B2.S2 Utilize Writing across content areas. 4

 S105976

Strategy Rationale

As students learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered and connections become clear.

Action Step 1 5

Select Teachers and Leadership Team members attend Core Connections trainings provided by the District.

Person Responsible

Janet Medina-Maestre

Schedule

Quarterly, from 6/9/2014 to 6/3/2015

Evidence of Completion

Attendance and Handouts

Action Step 2 5

Team members who attended training will return to train grade level team members in Core Connections.

Person Responsible

April Cochran

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance, Meeting notes and Presentation materials

Action Step 3 5

Utilize Core Connections trainings and Writing in all content areas.

Person Responsible

April Cochran

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Writing samples, Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson plans and writing samples will be monitored

Person Responsible

April Cochran

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans, Writing samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Literacy assessment scores

Person Responsible

April Cochran

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

OCPS Benchmark scores, OC Writes, Chickasaw Writes, FSA

G1.B2.S3 Implement Lexia and Reading Plus across the grade levels. 4

S106023

Strategy Rationale

Lexia and Reading Plus will support our students by providing them necessary intervention and enrichment, while providing the teachers with instructional support.

Action Step 1 5

Provide Professional Development on Lexia and Reading Plus

Person Responsible

Melanie Kiem

Schedule

On 10/3/2014

Evidence of Completion

Attendance, Handouts

Action Step 2 5

Implement Lexia and/or Reading Plus in all classrooms.

Person Responsible

April Cochran

Schedule

Daily, from 8/21/2014 to 6/3/2015

Evidence of Completion

Lexia and Reading Plus reports

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Teachers will monitor usage reports

Person Responsible

April Cochran

Schedule

Daily, from 8/21/2014 to 6/3/2015

Evidence of Completion

Lexia and Reading Plus Usage report

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Students and Teachers will monitor scores and levels obtained.

Person Responsible

April Cochran

Schedule

Weekly, from 8/21/2014 to 6/3/2015

Evidence of Completion

Lexia Class Combined Report, Student graphs

G1.B3 Teachers limited understanding of the Progress Monitoring process. 2

 B092608

G1.B3.S1 Provide additional support with the Progress Monitoring process for classroom teachers by the MTSS Coach and committee. 4

 S103547

Strategy Rationale

Teachers need support in the MTSS process to implement the most effective instruction and intervention.

Action Step 1 5

Provide Professional Development in MTSS process.

Person Responsible

Lisa West

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Attendance, Powerpoints, Handouts

Action Step 2 5

Implement Monthly MTSS meetings and Weekly PLC meetings to review and discuss Progress Monitoring in Academics and Behavior

Person Responsible

Lisa West

Schedule

Monthly, from 8/22/2014 to 6/3/2015

Evidence of Completion

Attendance, Powerpoints, Handouts

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

Weekly PLC attendance and monthly MTSS meeting attendance will be provided.

Person Responsible

Lisa West

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance, Handouts, Powerpoint

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

Regular monitoring of Progress Monitoring graphs in Academics and Behavior.

Person Responsible

Lisa West

Schedule

Every 6 Weeks, from 8/18/2014 to 6/3/2015

Evidence of Completion

Progress Monitoring graphs

G2. We will increase the percent of our students reaching proficiency in Math. 1

G038567

G2.B1 Lack of differentiation and small group instruction during the Math block. 2

B092611

G2.B1.S1 Provide differentiation and small group instruction during the math block. 4

S103549

Strategy Rationale

By providing differentiation and instruction in small groups, teachers will be better able to reach all students' needs.

Action Step 1 5

Provide Professional Development to classroom teachers on strategies for differentiation, progress monitoring, and small group instruction during the Math block.

Person Responsible

Jennifer Zagarella

Schedule

Evidence of Completion

Attendance, Agenda, Presentation Materials

Action Step 2 5

Implement the use of pre-assessments to drive instruction.

Person Responsible

Jennifer Zagarella

Schedule

Evidence of Completion

Pre-assessment Data

Action Step 3 5

Implement small group instruction based on pre-assessment data and individual students' needs to target Math fluency and problem solving.

Person Responsible

Jennifer Zagarella

Schedule

Evidence of Completion

Lesson Plans, iObservation data

Action Step 4 5

Implement iReady in all classrooms.

Person Responsible

April Cochran

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

iReady reports

Action Step 5 5

Implement use of District Lesson Planning Template and MTP's.

Person Responsible

April Cochran

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans

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

Unit Lesson plans will be monitored.

Person Responsible

April Cochran

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Unit Lesson plans

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

Assessment data will be monitored for effectiveness.

Person Responsible

April Cochran

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

OCPS Benchmark averages, STAR Math reports, iReady reports, FSA results, IOWA results

G2.B2 Lack of Math fluency. 2

 B092613

G2.B2.S1 Implement the use of FASTT Math in the classrooms. 4

 S103553

Strategy Rationale

FASTT Math will support the students in developing automaticity with multiplication facts.

Action Step 1 5

Implement FASTT Math in all classrooms

Person Responsible

April Cochran

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

FASTT Math reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

FASTT Math Usage reports

Person Responsible

April Cochran

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

FASTT Math Usage reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Increased proficiency on Math facts

Person Responsible

April Cochran

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

FASTT Math score reports, Weekly fluency assessments, Increased averages on FSA, OCPS Benchmarks, iReady, and Go Math assessments

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.B1.S1.A1	Seek input from teachers and students on motivational activities to support independent reading.	Knapp, Sharon	5/5/2014	Meeting Notes	5/23/2014 one-time
G2.B1.S1.A1	Provide Professional Development to classroom teachers on strategies for differentiation, progress monitoring, and small group instruction during the Math block.	Zagarella, Jennifer	Attendance, Agenda, Presentation Materials	one-time	
G1.B2.S1.A1	Provide Professional Development on Thinking Maps with frame of reference and color through face-to-face opportunities and weekly, map-specific Safari Montage Live presentations.	Kiem, Melanie	4/23/2014	Powerpoint presentations, Attendance	6/4/2014 monthly
G1.B2.S2.A1	Select Teachers and Leadership Team members attend Core Connections trainings provided by the District.	Medina-Maestre, Janet	6/9/2014	Attendance and Handouts	6/3/2015 quarterly
G1.B2.S3.A1	Provide Professional Development on Lexia and Reading Plus	Kiem, Melanie	5/5/2014	Attendance, Handouts	10/3/2014 one-time
G1.B3.S1.A1	Provide Professional Development in MTSS process.	West, Lisa	8/11/2014	Attendance, Powerpoints, Handouts	6/3/2015 monthly
G2.B2.S1.A1	Implement FASTT Math in all classrooms	Cochran, April	8/18/2014	FASTT Math reports	6/3/2015 daily
G1.B1.S1.A2	Develop a motivational system to recognize students that are reading independently.	Knapp, Sharon	5/26/2014	Meeting Notes, Powerpoint	6/6/2014 one-time
G2.B1.S1.A2	Implement the use of pre-assessments to drive instruction.	Zagarella, Jennifer	Pre-assessment Data	one-time	
G1.B2.S1.A2	Implement a nine week roll out for students and teachers to review and practice the individual Thinking Maps. Teachers will be provided a weekly Safari Montage Live training to review the upcoming Map of the Week. Students will be introduced to the map on the news through a video created	Kiem, Melanie	8/18/2014	Safari Montage Live trainings, Attendance, Class examples of Thinking Maps	10/17/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	for them featuring Thad the Rad Thinking Maps Guy. Teachers throughout the school will highlight the Map of the Week on the news daily, highlighting correct use of the map, color, and frame of reference. Each week, classrooms would practice the Map of the Week (and prior Maps of the Week) and teachers will submit at least one for review and feedback. Critical feedback will be provided weekly.				
G1.B2.S2.A2	Team members who attended training will return to train grade level team members in Core Connections.	Cochran, April	8/18/2014	Attendance, Meeting notes and Presentation materials	6/3/2015 quarterly
G1.B2.S3.A2	Implement Lexia and/or Reading Plus in all classrooms.	Cochran, April	8/21/2014	Lexia and Reading Plus reports	6/3/2015 daily
G1.B3.S1.A2	Implement Monthly MTSS meetings and Weekly PLC meetings to review and discuss Progress Monitoring in Academics and Behavior	West, Lisa	8/22/2014	Attendance, Powerpoints, Handouts	6/3/2015 monthly
G1.B1.S1.A3	Present motivational system to teachers and students.	Knapp, Sharon	8/11/2014	Powerpoint, Schedule for classroom teachers	8/27/2014 weekly
G2.B1.S1.A3	Implement small group instruction based on pre-assessment data and individual students' needs to target Math fluency and problem solving.	Zagarella, Jennifer	Lesson Plans, iObservation data	one-time	
G1.B2.S1.A3	Continued implementation of Thinking Maps with color and frame of reference across content areas.	Kiem, Melanie	10/20/2014	Class examples	6/3/2015 one-time
G1.B2.S2.A3	Utilize Core Connections trainings and Writing in all content areas.	Cochran, April	8/18/2014	Writing samples, Lesson plans	6/3/2015 daily
G1.B1.S1.A4	Engage students in motivational activities to increase their independent reading and success.	Knapp, Sharon	8/27/2014	Event schedule, AR reports	6/3/2015 monthly
G2.B1.S1.A4	Implement iReady in all classrooms.	Cochran, April	9/1/2014	iReady reports	6/3/2015 daily
G2.B1.S1.A5	Implement use of District Lesson Planning Template and MTP's.	Cochran, April	8/18/2014	Lesson Plans	6/3/2015 daily
G1.MA1	Weekly AR Reports, Quarterly STAR Reading Reports, FSA, OCPS Benchmarks, FAIR, and IOWA	Medina-Maestre, Janet	8/18/2014	Increased averages on all assessments	6/3/2015 weekly
G1.B1.S1.MA1	Monitor increase in total books read and average of comprehension questions answered correctly.	Knapp, Sharon	8/18/2014	AR reports, Recognition lists in binder, Individual and Class Data graphs	6/3/2015 weekly
G1.B1.S1.MA1	Monitor AR Reading reports	Knapp, Sharon	8/18/2014	AR reports	6/3/2015 weekly
G1.B3.S1.MA1	Regular monitoring of Progress Monitoring graphs in Academics and Behavior.	West, Lisa	8/18/2014	Progress Monitoring graphs	6/3/2015 every-6-weeks
G1.B3.S1.MA1	Weekly PLC attendance and monthly MTSS meeting attendance will be provided.	West, Lisa	8/18/2014	Attendance, Handouts, Powerpoint	6/3/2015 monthly
G1.B2.S1.MA1	Class and students samples will be monitored for effectiveness, as well as increase reading scores on assessments.	Kiem, Melanie	6/3/2015	Class and student samples, Assessment data	6/3/2015 one-time
G1.B2.S1.MA1	Weekly submissions of classroom examples to Sharepoint and Classroom walk throughs.	Kiem, Melanie	6/3/2015	Classroom examples	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1	Literacy assessment scores	Cochran, April	8/18/2014	OCPS Benchmark scores, OC Writes, Chickasaw Writes, FSA	6/3/2015 weekly
G1.B2.S2.MA1	Lesson plans and writing samples will be monitored	Cochran, April	8/18/2014	Lesson plans, Writing samples	6/3/2015 weekly
G1.B2.S3.MA1	Students and Teachers will monitor scores and levels obtained.	Cochran, April	8/21/2014	Lexia Class Combined Report, Student graphs	6/3/2015 weekly
G1.B2.S3.MA1	Teachers will monitor usage reports	Cochran, April	8/21/2014	Lexia and Reading Plus Usage report	6/3/2015 daily
G2.MA1	Increased student proficiency in Math.	Medina-Maestre, Janet	8/18/2014	OCPS Benchmark, STAR Math, iReady, FSA, Iowa, Go Math!	6/3/2015 weekly
G2.B1.S1.MA1	Assessment data will be monitored for effectiveness.	Cochran, April	8/18/2014	OCPS Benchmark averages, STAR Math reports, iReady reports, FSA results, IOWA results	6/3/2015 monthly
G2.B1.S1.MA1	Unit Lesson plans will be monitored.	Cochran, April	8/18/2014	Unit Lesson plans	6/3/2015 weekly
G2.B2.S1.MA1	Increased proficiency on Math facts	Cochran, April	8/18/2014	FASTT Math score reports, Weekly fluency assessments, Increased averages on FSA, OCPS Benchmarks, iReady, and Go Math assessments	6/3/2015 weekly
G2.B2.S1.MA1	FASTT Math Usage reports	Cochran, April	8/18/2014	FASTT Math Usage reports	6/3/2015 weekly

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. We will increase the percent of our students reaching proficiency in Reading.

G1.B2 Lack of activities requiring critical thinking skills.

G1.B2.S1 Implement Thinking Maps across content areas, utilizing frame and references and color to deepen understanding.

PD Opportunity 1

Provide Professional Development on Thinking Maps with frame of reference and color through face-to-face opportunities and weekly, map-specific Safari Montage Live presentations.

Facilitator

Melanie Kiem

Participants

All Instructional Staff and Administration

Schedule

Monthly, from 4/23/2014 to 6/4/2014

PD Opportunity 2

Implement a nine week roll out for students and teachers to review and practice the individual Thinking Maps. Teachers will be provided a weekly Safari Montage Live training to review the upcoming Map of the Week. Students will be introduced to the map on the news through a video created for them featuring Thad the Rad Thinking Maps Guy. Teachers throughout the school will highlight the Map of the Week on the news daily, highlighting correct use of the map, color, and frame of reference. Each week, classrooms would practice the Map of the Week (and prior Maps of the Week) and teachers will submit at least one for review and feedback. Critical feedback will be provided weekly.

Facilitator

Melanie Kiem

Participants

All Instructional Staff, Administration, and students

Schedule

Weekly, from 8/18/2014 to 10/17/2014

PD Opportunity 3

Continued implementation of Thinking Maps with color and frame of reference across content areas.

Facilitator

Melanie Kiem

Participants

All Instructional Staff, Administration, and students

Schedule

On 6/3/2015

G1.B2.S2 Utilize Writing across content areas.

PD Opportunity 1

Team members who attended training will return to train grade level team members in Core Connections.

Facilitator

Core Connections grade level leaders

Participants

Grade level teams

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

G1.B3 Teachers limited understanding of the Progress Monitoring process.

G1.B3.S1 Provide additional support with the Progress Monitoring process for classroom teachers by the MTSS Coach and committee.

PD Opportunity 1

Provide Professional Development in MTSS process.

Facilitator

Lisa West

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/3/2015

G2. We will increase the percent of our students reaching proficiency in Math.

G2.B1 Lack of differentiation and small group instruction during the Math block.

G2.B1.S1 Provide differentiation and small group instruction during the math block.

PD Opportunity 1

Provide Professional Development to classroom teachers on strategies for differentiation, progress monitoring, and small group instruction during the Math block.

Facilitator

STEM Coach, CRT, Science Coach

Participants

Instructional Staff

Schedule

PD Opportunity 2

Implement iReady in all classrooms.

Facilitator

April Cochran

Participants

Instructional Staff

Schedule

Daily, from 9/1/2014 to 6/3/2015

PD Opportunity 3

Implement use of District Lesson Planning Template and MTP's.

Facilitator

April Cochran and Jennifer Zagarella

Participants

Instructional Staff

Schedule

Daily, from 8/18/2014 to 6/3/2015

G2.B2 Lack of Math fluency.

G2.B2.S1 Implement the use of FASTT Math in the classrooms.

PD Opportunity 1

Implement FASTT Math in all classrooms

Facilitator

Marie Maignan

Participants

Instructional Staff

Schedule

Daily, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

G1. We will increase the percent of our students reaching proficiency in Reading.

G1.B2 Lack of activities requiring critical thinking skills.

G1.B2.S3 Implement Lexia and Reading Plus across the grade levels.

PD Opportunity 1

Provide Professional Development on Lexia and Reading Plus

Facilitator

Phuong La

Participants

Staff

Schedule

On 10/3/2014