

Duval County Public Schools

Chimney Lakes Elementary School



2015-16 School Improvement Plan

Chimney Lakes Elementary School

9353 STAPLES MILL DR, Jacksonville, FL 32244

<http://www.duvalschools.org/cle>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	61%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Chimney Lakes Elementary School is to enrich and broaden students' awareness of other cultures, which will prepare them to become college and career ready through valuable learning experiences.

Provide the school's vision statement

Chimney Lakes Elementary is a professional team committed to providing children the opportunity to develop a continual love of learning through a secure and encouraging atmosphere in which daily success is met, diversity is appreciated, and discovery allows for student involvement and achievement.

School Environment

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

We strive to give students an appreciation for the diversity of the world's cultures. We try to impart the experience of life in other parts of the world by frequently creating settings, displays and styles of dress in the native character of other societies. Students are given opportunities to share about their culture throughout the year in their classrooms. The arts and technology are used to develop an appreciation and understanding of other culture. In addition, a wide range of activities are offered, which may included Teachers of Tomorrow, Safety Patrols, Peer Mediators, Garden Club, Art Club, Chess Club, Chorus, and other programs.

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

Chimney Lakes Elementary teachers implement Foundations and CHAMPS during the school day so behavior expectations are clear and students feel safe in their learning environment. Teachers and Administration implement Positive Behavioral Interventions and Supports to establish a culture for success at Chimney Lakes Elementary. The Chimney Lakes Extended Day program helps meet the needs of working parents while also enriching the child's educational day through arts, crafts, music, computer, tutoring, story hour and supervised study.

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

A school-wide discipline plan provides for a safe and orderly learning environment. We strictly adhere to the code of conduct as guide when processing student discipline referrals. Teachers also have a classroom discipline plan that is implemented prior to a discipline referral being written. Teachers implement strategies such as conferencing with students and parents, phone calls or notes home, detention, and a "think tank" activity to redirect negative 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

The faculty and staff work collaboratively to meet the social-emotional needs of all students. The general education teachers use the research-based Second Step curriculum to instruct students in anti-bullying behavior, empathy training, and other social emotional skills. The school-wide Character Education program recognizes students who exhibit the monthly character education trait. Our school has only one school counselor who works with administration, teachers, and parents to connect outside resources for students experiencing difficulty in the social-emotional domain. Through the multi-tiered Response to Intervention procedure, teachers and parents meet with the school counselor to plan interventions and strategies to assist students with emotional and behavior difficulties in the classroom. During this time, the school psychologist could be consulted to assist in planning appropriate behavior interventions for the student. Chimney Lakes has a Military Family Liaison Contact to support the emotional needs of students with parents who are in the military. Our MFLC holds assemblies and counsels students in small groups.

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

Attendance is monitored by individual teachers. The teacher then refers attendance concerns to the school counselor as the attendance coordinator. In following the district's attendance policy, Attendance Intervention Team meetings are scheduled with the attendance social worker from the district for students who have met the criteria for a meeting. Meetings are usually held once a month. Suspensions have not been an overall problem at Chimney Lakes. However, students who are referred to the office repeatedly are monitored and referred to the Tier 3 RtI team and/ or Multi-referral Disciplinary Team for assistance.

Through data and records reviews, the teachers are aware early in the school year of those students who have shown low or poor performance. Additionally, students who are overage are carefully monitored by the teacher to ensure success. If an overage student continues to struggle, the teacher will begin the intervention process to assist the student.

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	31	29	20	16	11	13	120
One or more suspensions	1	2	1	1	1	1	7
Course failure in ELA or Math	8	4	5	7	2	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	K	1	2	
Students exhibiting two or more indicators	2	4	1	7

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

For students with poor attendance, the school's Attendance Intervention Team will meet with the parents to discuss the reasons for the student missing school. At this meeting, it is determined if the school can help by putting the parent in touch with community resources to address medical issues, family issues, etc.

For academic concerns, the Response to Intervention process is in place for teachers to address the academic needs of the students. This process includes Collaborative Problem Solving Teams on each grade level and a Tier 3 Problem Solving team which includes the school counselor, and ESE teacher, the general education teacher, and the parent. Additionally, teachers have access to the student's test data from previous years through our Performance Matters program. This helps with early identification of students who scored low on the state tests from the previous year.

Behaviorally, the school's administration works with the teachers and parents to assist the children who are referred to the office repeatedly. This may include a referral to the school counselor, the Rtl Tier 3 team, the Multi-referral Disciplinary Team, and/or district level resources such as the SOS program.

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?

No

PIP Link

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

Description

The school will focus on increasing parent involvement in their child's education and promoting academic success by providing parents with academic resources. Chimney Lakes and the teachers keep parents and families informed through Open House, progress reports, report cards, a monthly newsletter called "The Cheetah Chatter", and our school's website. Chimney Lakes holds parent nights every year to build positive relationships with families and increase involvement. In the 2012-13 school year, two parent activity nights were held at Chimney Lakes. An average of 50 families were represented at the parent activity nights at CLE. In the 2013-14 school year, one parent activity night was held at Chimney Lakes. 27 families were represented at the parent activity night at CLE.

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

Parents and community volunteers assist in our classrooms on a daily basis and the school is actively supported by the Parent Teacher Association. Chimney Lakes has business partnerships with local business such as Chuck E. Cheese and IHOP to benefit and improve instruction in the classroom by allowing us to purchase classroom materials. We also work with local churches who volunteer to help the school. Chimney Lakes has an annual International Culture Fair in May where we request many volunteers from the community to present information to our students about different cultures to enrich their learning.

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:

Name	Title
Knott, Janet	Principal
Hill, Daryl	Assistant Principal
Handres, Sheila	Guidance Counselor
Baierl, Sarah	Instructional Coach
Neal, Debra	Assistant Principal

Duties

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

Janet Knott, Principal--responsible for overall monitoring of the Cooperative Problem Solving Teams and monitor grade level data.

Daryl Hill, Assistant Principal--assist in monitoring grade level data.

Debra Neal, Assistant Principal - test coordinator, assist in monitoring grade level data.

Sheila Handres, School Counselor--facilitates Tier 3 meetings with the teachers and parents, and a grade-level representatives --these grade level leaders facilitate the Tier 2 Collaborative Problem Solving Teams on grade level, each Exceptional Student Education teacher serves on the Tier 3 CPST.

Sarah Baierl, Instructional Coach - support teachers with improving reading instruction, lead reading PLCs and trainings

The RtI Leadership team actively utilizes the problem solving process to identify the academic and behavioral needs of each student. They also compile data based on the school's overall needs. This is done through collaboration with the Foundations Team, Academic Lead Teachers, and vertical articulation. Representation from all areas were involved in developing and implementing the SIP.

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 RtI Leadership team reviews overall classroom data to identify the effectiveness of the core instruction across grade levels. Each grade level serves on a Collaborative Problem Solving Team (CPST) for Tier 2 interventions and planning for small groups of students. These CPST grade level teams plan and revise the Tier 2 interventions as needed according to the data from the interventions and current assessments. When a student is not responding to Tier 2 interventions or not experiencing expected growth, then the grade level CPST will refer the teacher to the RTI Leadership Team for more intensive Tier 3 intervention with parent involvement. The data collection process is used to guide planning and interventions. The student's progress is monitored individually and interventions are reviewed and revised accordingly.

Supplemental Academic Instruction (SAI) is used for after school tutoring by teachers to assist students who are in the lowest 25% in both Reading and Math.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Ford	Education Support Employee
Janet Knott	Principal
Kamini Ramirez	Teacher
Tia McDaniel	Business/Community
Mike Glover	Education Support Employee
Tia Samuels	Business/Community
Kimberly Kirkland	Business/Community
Ed Takio	Business/Community
Amanda Stoker	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

Presented the School Improvement Plan at a PTA evening meeting and at the SAC meeting. Provided updates throughout the year. We also included input from faculty/staff/SAC.

Development of this school improvement plan

At the first SAC meeting, members were asked what areas of the school that they wanted to improve upon. Previous data was examined before coming to a conclusion.

Preparation of the school's annual budget and plan

The budget is a Staff Allocation Model and decisions are made by the district.

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

The recommendation for projected funds will be used to support the instructional goals of the school. The available funds, the SAC committee recommended and approved the funds be used for remediation.

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:

Name	Title
Baierl, Sarah	Instructional Coach
Hill, Daryl	Assistant Principal
Muenzmay, Gloria	Instructional Media
Knott, Janet	Principal
Ahnemiller, Tonya	Teacher, K-12
Thompson, Jennifer	Teacher, K-12
Brantley, Monea	Teacher, K-12
Neal, Debra	Assistant Principal
Taylor, Dee	Teacher, K-12
Burgett, Danielle	Teacher, K-12
Haas, Joseph	Teacher, K-12
Brunner, Karen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- 1) common core standards
- 2) the new FSA categories and content focus
- 3) DAR training and testing
- 4) complexity of text and questioning (using Webb's depth of Knowledge)
- 5) improving teacher instruction by supporting teachers with planning and executing lessons based on unpacking standards
- 6) Facilitate Million Word Campaign
- 7) Utilize Media Center resources to enhance non-fiction instruction

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

We provide opportunities for collaborative planning among grade level/subject area including ESE to meet weekly with a coach.

Teachers voluntarily meet every Monday for Professional Learning Communities (PLC). Teachers choose what is discussed and the direction of their meetings.

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

We have hired two new teachers for this school year. Professional development is a high priority in the school and the Principal has an open door policy for teachers. All teachers have multiple opportunities to attend trainings on and off campus.

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

Our PDF and Principal matches qualified teachers (veterans) with beginning teachers based on grade levels and subject areas. Qualified teachers must be CET trained and have an Effective or Highly Effective rating on their prior year performance evaluation.

Group meetings with mentors and various visits to other classrooms are scheduled throughout the year. The Reading Coach and qualified teachers monitor and support beginning teachers with classroom management, instructional knowledge, and tools for instruction. New teachers participate in mentor observation cycles in which they receive formative feedback and targeted coaching. New teachers observe model teachers with a focus on identified challenges and Educator Accomplished Practices. The PDF holds learning sessions that focus on identified areas of need to allow mentors and mentees time to plan and debrief about beginning teachers' next steps.

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

Our teachers and administrators obtain a working knowledge of the current standards along with the structure and function of the curriculum guides for various subject areas. The administrative team support teachers and the instructional coach in utilizing the Florida Standards when developing lesson plans. In addition, the administrative team reviews and monitors the alignment of instruction to the lesson plan and standards frequently. PLCs and early release trainings by the Reading Coach and District Specialists focus on aligning instructional programs and materials to the Florida Standards.

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

In the classrooms, teachers analyze their data to drive their daily instruction. Teachers meet as a grade level for Professional Learning Communities and discuss the data from their students. Teachers also meet with Administrators and discuss data during Data Chats.

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: 1,350

After school Ramp-Up Camp for Math, Reading, & Writing enrichment. Students attended two days/week for 1 hour 15 minutes sessions.

Strategy Rationale

The enrichment helped to enhance classroom instruction. Students were invited to Ramp-Up Camp to help increase skills/strategies needed to be successful on the State Assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Knott, Janet, knottj@duvalschools.org

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

State Assessment scores were analyzed for learning gains.

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

KG teachers test all incoming Kindergarten students and based on data both informal and formal, students are grouped within their classrooms. Students may receive instruction one on one or in small groups with the teacher and receive additional instruction based on results of assessments. Chimney Lakes holds a Mini Magnet Fair Night for fifth graders transitioning into sixth grade. Students that will attend our Feeder Middle School attend a field trip to tour the school and get information to prepare them for middle school.

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Chimney Lakes Elementary students showed the least gains in 2015 Science FCAT 2.0 in the content areas of Earth and Space Science and Physical Science.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Why: Students did not have sufficient supportive opportunities to learn and apply academic and discipline-specific vocabulary connected to Science.

Why: Students did not have sufficient access to Science materials and tools during aligned investigations.

Why: Students did not have sufficient supportive practice with Science related non-fiction complex text in K-5.

Why: Student discipline inhibited implementing Science curriculum with fidelity.

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.** If Chimney Lakes Elementary increases the effectiveness in which we differentiate instruction, then we will increase student proficiency in all content areas.

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. If Chimney Lakes Elementary increases the effectiveness in which we differentiate instruction, then we will increase student proficiency in all content areas. 1a

G071804

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	75.0
FSA - English Language Arts - Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Instructional Framework
- Reading Coach
- Technology
- District Specialists
- Reader Room
- Science Lab
- Media Center
- Math Interventionist

Targeted Barriers to Achieving the Goal 3

- Low background knowledge
- Analyzing data by all teachers

Plan to Monitor Progress Toward G1. 8

Disaggregate Data

Person Responsible

Debra Neal

Schedule

Biweekly, from 12/7/2015 to 6/10/2016

Evidence of Completion

Data is found and pulled from Focus, Performance Matters

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. If Chimney Lakes Elementary increases the effectiveness in which we differentiate instruction, then we will increase student proficiency in all content areas. **1**

 G071804

G1.B1 Low background knowledge **2**

 B187190

G1.B1.S1 Connect to previous learning **4**

 S198643

Strategy Rationale

By connecting their previous learning, students will have a deeper understanding of new content/ concepts

Action Step 1 **5**

Review future lessons to find connections to current learning.

Person Responsible

Sarah Baiertl

Schedule

Weekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Meeting minutes, Differentiated lesson plans

Action Step 2 5

Plan lessons to include opportunities for students to make connections to previous lessons

Person Responsible

Debra Neal

Schedule

Daily, from 11/3/2015 to 6/10/2016

Evidence of Completion

Lesson plans/notes in Teacher Manuals

Action Step 3 5

Teachers model making connections to previous learning by utilizing various strategies.

Person Responsible

Janet Knott

Schedule

Daily, from 11/3/2015 to 6/10/2016

Evidence of Completion

Exit Tickets, Discussion, Journal entries, Think-Pair-Share

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

Classroom Walk-Through and Lesson Plan Review

Person Responsible

Janet Knott

Schedule

Quarterly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Observation Log and Lesson Plans

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

School, district, and state assessments.

Person Responsible

Debra Neal


Schedule

Quarterly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Data Chat Documentation

G1.B2 Analyzing data by all teachers 2

 B187191

G1.B2.S1 Develop a system to analyze data 4

 S198647

Strategy Rationale

A system creates an accountability and support network to assist teachers in analyzing data to either drive or differentiate instruction.

Action Step 1 5

Collaborate with regional support to develop an effective system for analyzing data.

Person Responsible

Janet Knott

Schedule

On 11/18/2015

Evidence of Completion

System developed by team

Action Step 2 5

Data team trains classroom teachers on utilizing data system.

Person Responsible

Janet Knott

Schedule

On 12/2/2015

Evidence of Completion

Agenda, sign-in sheet

Action Step 3 5

Implement the data system

Person Responsible

Janet Knott

Schedule

Monthly, from 12/7/2015 to 6/10/2016

Evidence of Completion

Data chat forms, lesson plans, and differentiated centers

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

Administration and teacher data chat

Person Responsible

Janet Knott

Schedule

Quarterly, from 1/25/2016 to 6/10/2016

Evidence of Completion

Data chat form

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

Student growth on district assessments

Person Responsible

Janet Knott

Schedule

Quarterly, from 1/25/2016 to 6/10/2016

Evidence of Completion

Data reports, growth shown on data reports

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	Review future lessons to find connections to current learning.	Baierl, Sarah	10/1/2015	Meeting minutes, Differentiated lesson plans	6/10/2016 weekly
G1.B2.S1.A1	Collaborate with regional support to develop an effective system for analyzing data.	Knott, Janet	11/18/2015	System developed by team	11/18/2015 one-time
G1.B1.S1.A2	Plan lessons to include opportunities for students to make connections to previous lessons	Neal, Debra	11/3/2015	Lesson plans/notes in Teacher Manuals	6/10/2016 daily
G1.B2.S1.A2	Data team trains classroom teachers on utilizing data system.	Knott, Janet	12/2/2015	Agenda, sign-in sheet	12/2/2015 one-time
G1.B1.S1.A3	Teachers model making connections to previous learning by utilizing various strategies.	Knott, Janet	11/3/2015	Exit Tickets, Discussion, Journal entries, Think-Pair-Share	6/10/2016 daily
G1.B2.S1.A3	Implement the data system	Knott, Janet	12/7/2015	Data chat forms, lesson plans, and differentiated centers	6/10/2016 monthly
G1.MA1	Disaggregate Data	Neal, Debra	12/7/2015	Data is found and pulled from Focus, Performance Matters	6/10/2016 biweekly
G1.B1.S1.MA1	School, district, and state assessments.	Neal, Debra	10/1/2015	Data Chat Documentation	6/10/2016 quarterly
G1.B1.S1.MA1	Classroom Walk-Through and Lesson Plan Review	Knott, Janet	10/1/2015	Observation Log and Lesson Plans	6/10/2016 quarterly
G1.B2.S1.MA1	Student growth on district assessments	Knott, Janet	1/25/2016	Data reports, growth shown on data reports	6/10/2016 quarterly
G1.B2.S1.MA1	Administration and teacher data chat	Knott, Janet	1/25/2016	Data chat form	6/10/2016 quarterly

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. If Chimney Lakes Elementary increases the effectiveness in which we differentiate instruction, then we will increase student proficiency in all content areas.

G1.B1 Low background knowledge

G1.B1.S1 Connect to previous learning

PD Opportunity 1

Review future lessons to find connections to current learning.

Facilitator

District Specialist, Interventionists

Participants

Classroom teachers

Schedule

Weekly, from 10/1/2015 to 6/10/2016

G1.B2 Analyzing data by all teachers

G1.B2.S1 Develop a system to analyze data

PD Opportunity 1

Collaborate with regional support to develop an effective system for analyzing data.

Facilitator

Regional support and Data team

Participants

Classroom teachers

Schedule

On 11/18/2015

PD Opportunity 2

Data team trains classroom teachers on utilizing data system.

Facilitator

Data team

Participants

Classroom Teachers

Schedule

On 12/2/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Review future lessons to find connections to current learning.	\$0.00
2	G1.B1.S1.A2	Plan lessons to include opportunities for students to make connections to previous lessons	\$0.00
3	G1.B1.S1.A3	Teachers model making connections to previous learning by utilizing various strategies.	\$0.00
4	G1.B2.S1.A1	Collaborate with regional support to develop an effective system for analyzing data.	\$0.00
5	G1.B2.S1.A2	Data team trains classroom teachers on utilizing data system.	\$0.00
6	G1.B2.S1.A3	Implement the data system	\$0.00
			Total: \$0.00