

Chaffee Trail Elementary



2015-16 School Improvement Plan

Chaffee Trail Elementary

11400 SAM CARUSO WAY, Jacksonville, FL 32221

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	53%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

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

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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

Chaffee Trail Elementary will engage all students in meaningful work; empower them to become responsible for their own learning, so that they excel as productive citizens.

Provide the school's vision statement

Chaffee Trail Elementary will provide the basis for all students to become life long learners and well rounded citizens.

School Environment

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

Chaffee Trail learns about their students through teacher/student conferencing and interaction on a daily basis. Chaffee Trail provides opportunities for students from different cultural backgrounds in better to understand differences such as "Mixed-Up Lunch" where students from the Supported Level Academics classrooms spend part of the day in the general education classrooms, including lunch. Teachers build relationships with students by sponsoring various afterschool clubs (Walk/Run Club, GRRR Club - Reuse, Recycle, Early Act - Rotary of West Jacksonville). We also build relationships with our students and community through extracurricular activities(Fall Festival, Polar Express Night, Literacy Night, Science Night, poss-ABILITIES Night - ESE Parent/Teacher informational/take away event).

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

Chaffee Trail has protocols and procedures in place to create a safe environment. The Foundations team provides guidance and support in the case of an emergency. Frequently practiced drills (fire, weather, evacuation) throughout the school year and data analysis of common areas. Rituals and routines have been established by each teacher. The assistant principal has reviewed school safety and the Code of Student Conduct with staff and students. Faculty and staff are vigilant in keeping ears and eyes open for possible warning signs throughout the school day. Front office staff is aware and enforce policy and procedure with visitors.

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

It is imperative that teachers maintain discipline in their classroom. Every teacher must contribute to the overall school atmosphere by taking action in situations that require disciplinary measures. Level I and some Level II offenses should be handled at the classroom level. Rituals and routines must be established and implemented in and out of the classroom. Keep in mind that classroom management begins the first day of school. Being proactive is more effective than being reactive. It has been proven that classroom management and professionalism reflect directly on students' approach to school and their ultimate success. Each teacher is responsible for becoming familiar with the Code of Conduct. It is the responsibility of the teacher to be aware of changes to the Code of Conduct.

Positive Recognitions

Guidelines for Success: Welcoming

Accountable individuals

Notably dedicated

To Empower

Engage and Excel

Daily

Positive Praise: Students receive positive statements from staff members for making wise choices and choosing to follow school/classroom rules.

Positive Calls and Notes Home: From time to time, staff members write, call or e-mail parents a good deed or significant improvement.

Hallway Points: Classrooms will be rewarded for having the most points by sitting and reading quietly in the hallway during morning arrival.

Cafeteria Points: Classrooms will be rewarded for having the most points by showing exemplary behavior while in the cafeteria.

Positive Referrals: Students may earn a Positive Referral for following directions or showing an act of kindness by any faculty or staff in the building. He/she will then be recognized on the morning announcements.

Student of the Month: Students are recognized by their teacher for displaying the character trait of the month. The student is recognized on the morning announcements along with a picture in the main office.

Classroom Recognition: Teachers reward class on how many compliments they receive from staff other than the teacher. Once the class has reached the goal, teacher provides a group reward to the students.

Bus Reward: The bus with the highest number of thumbs up (positive behavior and following bus rules) given by the bus driver receives a sweet treat at the end of the week.

Poor Choice Consequences

There is a three-step procedure classroom teachers will use when dealing with the discipline of their students:

1. With a student's first significantly inappropriate behavior, the classroom teacher will hold the student accountable for their choice and help them to develop a plan to improve their behavior. No documentation required but parents should be informed (agenda, phone call) and may warrant a consequence, if deemed appropriate by the teacher.
2. With the student's second significantly inappropriate behavior, the classroom teacher will follow the procedures outlined above, but will fill out a Classroom Behavior Form. These behaviors will normally invoke a consequence. A copy will be sent home with the child and a copy will be provided to administration. Contact the student's parents about the incident. This must be documented on the parent contact log.
3. With the student's third significantly inappropriate behavior, the classroom teacher will send the student to administration with the appropriate referral form. The teacher is responsible for contacting the parent and documenting the conversation. Administration will also contact the parents after the classroom teachers make the initial contact.

When inappropriate behavior takes place outside of the classroom and is dealt with by another staff member, the classroom teacher needs to be notified. However, the staff member who observed the misbehavior is responsible for filling out the disciplinary form.

Students are not to be sent to the office for disciplinary reasons until after these procedures have been followed. The only exceptions are for violent or extremely unsafe behavior. In these cases, students should be sent directly to administration with a major referral.

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

Chaffee Trail has an ESE Lead and 3 Varying Exceptionalities teachers to assist with students who have been identified with having social-emotional needs. The school's Guidance Counselor provides assistance and support with students who may not be identified but are in need of counseling services.

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 below 90% - 98 a students
One or more suspensions - 0
Course failure in ELA or Math - 12
Level 1 on statewide assessment - 2
students who have 2 or more of the warning indicators- 3

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	21	21	15	17	12	12	98
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	6	3	12
Level 1 on statewide assessment	0	0	0	0	0	2	2

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	1	2	3

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

AIT team- who meet with parents to strategize ways to improve attendance and together agree upon an attendance contract. Team members check in with students periodically to encourage and reward their meeting the agreed upon contract.
Rti- monthly meetings for teachers to attend for support. Reading interventionist who works with students two or more years below average in reading. We have volunteers and Paraprofessionals who work one on one with students using Barton's multi-sensory learning program. Teachers provide rti support in class and before and after school tutoring.
Students with two or more indicators are assigned a mentor. Mentors check in with students bi-quickly to encourage and support their success.

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

Chaffee Trail utilizes the parent link call out system, Focus email system, and student agenda's to provide a two way communication for all stakeholders. This allows parents to be active in their students academic day. We host parent events on a monthly basis inviting parents and community in to our school to empower them in their child's academic journey. Our PTA is present for all informational night providing an additional source of support for our stakeholders. It is our hope that we can increase the percentage of parental involvement in the school from 17% to 20%.

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

Communicating with local businesses through phone calls, face to face visits, or written requests. Inviting business owners and other community members to special events throughout the school year. Encouraging their participation in serving on our S.A.C.team and PTA providing valuable feedback and suggestions on direction of school.

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
Doyle, Casie	Principal
Wright, Marquita	Assistant Principal
Sherman, Katherine	Guidance Counselor
Davis, Kathleen	Instructional Coach
Slawson, Shauna	Other

Duties

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

Principal: Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional needs,
Assistant Principals: Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional needs,

School Counselor: provide presentations to school faculty on MTSS process, attend district trainings,

monitor implementation of three tired interventions and student data,
Standards Coach: grade level meetings with data chats and monitor implementation of three tired interventions and student data, identify further professional needs
ESE Lead: monitor implementation of three tired interventions and student data, identify further professional needs,

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 Leadership uses various forms of diagnostic data to provide the best learning environment in which to support the needs for each student. Conducting monthly data chats with classroom and support teachers to ensure student achievement.

The Leadership team met with SAC to discuss the school's mission and vision with the focus on the four pillars which are engagement, rigor, ownership, and demonstrating understanding. In turn, SAC informed the Leadership Team what they would like to achieve in terms of the school improvement for 2014-2015.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Angelette Walker	Parent
Casie Doyle	Principal
Kristi Oca	Parent
Julie Horton	Business/Community
Nicole Martinez	Parent
Kenya Downer	Teacher

Duties

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

Evaluation of last year's school improvement plan

The school improvement goals were reviewed during each SAC meeting. SAC continuously provided feedback on ways that school could ensure the success of every student. The SAC committee advised the principal on various school/surrounding neighborhood improvement needs throughout the year thus creating a Resource Map for new parents.

Development of this school improvement plan

SAC will participate in the development of educational priorities, assessment of the school's needs and identification of local resources. SAC will continue to be kept abreast of student data at each monthly meeting and provide input and direction when and where applicable. SAC also assists in the preparation and evaluation of the School Improvement Plan, the school budget and the Mid Year Stakeholder's assessment.

Preparation of the school's annual budget and plan

District allocated budget was based on student enrollment (spring count). There were no decisions to be made.

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

School Improvement funds were used to incentivize reading goals. By funding the end of year reading celebration.

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

N/A

Literacy Leadership Team (LLT)

Membership:

Name	Title
Davis, Kathleen	Instructional Coach
Doyle, Casie	Principal
Wright, Marquita	Assistant Principal
Sherman, Katherine	Guidance Counselor
Slawson, Shauna	Other

Duties

Describe how the LLT promotes literacy within the school

Our major initiative will be to have 70% of our students in 3rd-5th grade achieve mastery on the 2016 Reading FSA. We will support and monitor the superintendent's 25 book goal and Chaffee Trails annual book goal of 130,000 books.

. We will also focus our efforts on identifying and monitoring the bottom 25% of readers in order to increase achievement. We will do this through the following strategies:

- Increase practice with Informational Text
- Plan professional development focused on the District's Instructional Goals: Text Complexity, Text Dependent Questions, and Close Reading
- Refinement of the Gradual Release Model of instruction
- Analysis of student work
- Reading Interventionist

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

Teachers engage in weekly collaborative planning with Principal, Coach, and district specialist when applicable. In addition, quarterly professional development will be provided for the first half of the year. Lateral discussions amongst grade levels will also be occurring. During this time, teachers will discuss the expectations for independent reading and will create a rubric for each grade level.

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

Provide mentors for all new faculty. Monthly "new teacher" meetings are held and teachers are provided a questions and answer time with the Professional Development Facilitators. Provide additional professional development time for new teachers to observe and collaborate with their mentor teacher. Principal initiates quarterly check-in conversations with new teachers. Leadership team supplies feed back for teachers using Focus Walk Instruments and CAST.

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

All new teachers are assigned a mentor who they meet with on a weekly basis. New teachers meet together monthly with the Professional Development Facilitator to discuss upcoming initiatives or any problems they may have. Grade level teachers utilize common planning time for instructional planning and quarterly Professional Development with the Instructional Coach.

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

Through the use of the District Curriculum Guide our teachers' core instructional programs and materials are aligned to Florida's standards. In addition, our teachers are cross checking lesson plans, quick checks, and assessments they create with the item specs. Teachers are working closely with the Instructional Coach to ensure the highest level of rigor is met for each child. District specialist are working in conjunction with our Instructional Coach to promote best practices and alignment with 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

Curriculum Guide Assessments, I-Ready Diagnostics, and weekly I-Ready data, Achieve 3000 and teacher created quizzes and assessments are monitored throughout the year to drive instruction, create differentiated groups and assignments, assist with center group developments, and Rtl. For example, center groups are created based on students individual needs. The centers will support both struggling and high achieving students. During centers, teachers will meet with Rtl groups. The expectation for the school is that differentiation will be embedded into every teacher's lesson plans. This differentiation is a reflection of student data.

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

Strategy: Extended School Day

Minutes added to school year: 40

Students enrolled in Extended Day will be afforded tutoring in reading, math and science. They will utilize technology programs including Study Island, I-Ready, and Achieve 3000.

Strategy Rationale

The programs are the current computer-based programs used in the district.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sherman, Katherine, shermank@duvalschools.org

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

Teachers can print reports from the online programs that will show how students are progressing towards their individual goal.

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

Collaborate with neighborhood pre-k centers to organize field trips to visit the school prior to the enrolling kindergarten year. The staff, pre-k students, and parents are given a tour of the school where they can see kindergarten classrooms, common areas, and ask questions regarding the upcoming school year.

Pre-k/Kindergarten Orientation at the school prior to the opening of the school where incoming Kindergarten students and their parent can meet with the teacher and see their classroom.

Provide FLKRS assessment and Reading and Math I-Ready analysis for parents.

PTA provides support for parents new to Duval County School system. Providing additional information on Common Core and strategies aiding Kindergarten parents.

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:

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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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we monitor and conference with parents of students who have missed over 5 unexcused days in a 30 day period and or 10 unexcused days in a 90 day period then student absences will decrease with students spending more time in class and on task learning.
- G2.** If we increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then our students will become proficient in their sub skills as well as higher level thinkers.

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 we monitor and conference with parents of students who have missed over 5 unexcused days in a 30 day period and or 10 unexcused days in a 90 day period then student absences will decrease with students spending more time in class and on task learning. 1a

 G071895

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- AIT Conferences, mentors, incentives/recognitions, FOCUS attendance portal.

Targeted Barriers to Achieving the Goal 3

- Imparting the understanding of why it is important for students to be in school daily.

Plan to Monitor Progress Toward G1. 8

Mrs. Sherman will run Focus attendance reports and set up AIT conferences. She will monitor the absence trends.

Person Responsible

Katherine Sherman

Schedule

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

Evidence of Completion

Focus reports, AIT meeting notices/minutes

G2. If we increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then our students will become proficient in their sub skills as well as higher level thinkers. 1a

G071896

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	80.0
Math Achievement District Assessment	70.0
ELA Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District Specialist and Instructional Coach Training and Support
- iReady and Achieve Training and Support
- RTI
- Lesson plan Pg 2 small group rotations
- Curriculum guides
- iReady Math
- Study Island Science
- Gizmo's

Targeted Barriers to Achieving the Goal 3

- Time: Time to complete the outlined curriculum by the State Assessment. Time for in-depth professional development.
- Prerequisites: of students coming in with a new curriculum there is an assumption that the students already have some conceptual knowledge in place. Teacher knowledge and ability to form data driven groups and plan for differentiated instruction.
- Professional Development: Lack of resources for content specific professional development.

Plan to Monitor Progress Toward G2. 8

Module Assessments, Teacher Assessments, Data Chats, Collaborative planning, Blended Learning assessments, end of year results

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/30/2015 to 6/6/2016

Evidence of Completion

State Assessment Data, End Of Year Grades, Formative and Summative assessments

Plan to Monitor Progress Toward G2. 8

We will monitor progress using iReady mid-year assessments, iReady Performance Monitoring assessments, Achieve 3000 Level Sets, teacher running records, Science scrimmages, and District mid-year assessments.

Person Responsible

Casie Doyle

Schedule

Every 3 Weeks, from 9/30/2015 to 6/6/2016

Evidence of Completion

iReady and Achieve reports, running records, teacher data notebooks, 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 we monitor and conference with parents of students who have missed over 5 unexcused days in a 30 day period and or 10 unexcused days in a in 90 day period then student absences will decrease with students spending more time in class and on task learning. **1**

 **G071895**

G1.B1 Imparting the understanding of why it is important for students to be in school daily. **2**

 **B187471**

G1.B1.S1 Guidance Counselor will set up parent students conferences implementing an attendance contract. **4**

 **S198963**

Strategy Rationale

If parents and students realize the impact and loss of student learning as a result of the conference then student absences will decrease.

Action Step 1 **5**

Guidance Counselor will run monthly attendance reports setting up AIT conference dates and times

Person Responsible

Katherine Sherman

Schedule

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

Evidence of Completion

Focus Attendance records, Parent Invitations, Student Agenda's, Meeting minutes/notes, attendance contracts

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

Mrs.Sherman will pull monthly reports and set up conference times with parents.

Person Responsible

Katherine Sherman

Schedule

On 6/1/2016

Evidence of Completion

Attendance Focus reports, Guidance Counselor Meeting Agenda/appointments.

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

Mid year data analysis reviewing if absences have decreased with students with excessive absences

Person Responsible

Katherine Sherman

Schedule

Semiannually, from 1/4/2016 to 6/1/2016

Evidence of Completion

Mid year data review SIP session minutes/notes, focus reports, AIT notices.


G2. If we increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then our students will become proficient in their sub skills as well as higher level thinkers. 1

 G071896

G2.B1 Time: Time to complete the outlined curriculum by the State Assessment. Time for in-depth professional development. 2

 B187472

G2.B1.S1 Work with content specialist to combine lessons in an effort to meet FSA assessment deadline while ensuring we cover all item specs and state standard. Utilize common planning time to develop understanding of which data can be used to form small groups with differentiated activities that are priority to learning. 4

 S198964

Strategy Rationale

to devote much needed time for teachers to analyze and consider how they can combine lessons to meet FSA time constraints.

Devoted time to professional development specific to differentiated instruction that is data driven.

Action Step 1 5

Common Planning scheduled weekly for content pd

Person Responsible

Casie Doyle

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Meeting Agenda's, minutes, and activities

Action Step 2 5

quarterly half day trainings for more in depth planning of lessons and small group instruction that is data driven

Person Responsible

Casie Doyle

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Agendas, meeting minutes, lesson plans and activities

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

Principal will include reminders and tips in weekly memo
Principal and AP will attend meetings
Principal and AP will observe classroom lessons for data driven small groups
Principal will monitor FOCUS lesson plans
School will set up quarterly mini instructional review with neighboring schools and district specialist.

Person Responsible

Casie Doyle

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

observation notes, observation logs, lesson plans on Focus, pd agenda's and minutes

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

Performance Matters, CAST Warehouse, Iready and Achieve Data, Pearson Reports, FLDOE

Person Responsible

Marquita Wright

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Performance matters- FSA proficiency, FCAT proficiency, iready and achieve proficiency reports

G2.B2 Prerequisites: of students coming in with a new curriculum there is an assumption that the students already have some conceptual knowledge in place. Teacher knowledge and ability to form data driven groups and plan for differentiated instruction. 2

 B187473

G2.B2.S1 Teachers collaborating with colleagues and administration during PLCs to look over data to gauge what groups students will be placed in during small group instruction. Professional development provided by blended learning partners demonstrating how groups can be created and sub-skill lessons implemented using the data gathered from iReady and Achieve. Teachers attend common planning to strategize and share plans for differentiated small group activities meeting the sub skill needs of students. 4

 S198965

Strategy Rationale

To provide resources, support, and guidance in planing and implementing differentiated small groups that addresses student sub skill deficits and enrichment for students who have mastered a skill.

Action Step 1 5

Administration will set up CLC schedules.

Person Responsible

Casie Doyle

Schedule

Biweekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Page 2 of Lesson Plans providing small group lesson plans, CLC agendas and minutes

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

Administration will attend and participate, developing agenda items that address differentiated instruction needs

Person Responsible

Casie Doyle

Schedule

Biweekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Agendas and minutes

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

Administration will attend and participate, developing agenda items that address differentiated instruction needs

Person Responsible

Casie Doyle

Schedule

Biweekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Agendas and minutes

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

Administration will observe center rotations. Monitoring the implementation of small group deficit sub skill lessons.

Person Responsible

Casie Doyle


Schedule

Biweekly, from 9/14/2015 to 6/6/2016

Evidence of Completion

Page 2 of Lesson Plans, documents from data chats, teacher record of student activities

G2.B2.S2 As a PLC, CLC, and VLC the grade level Curriculum Guides looking for possible gaps in the learning or expectation of prerequisite knowledge that the curriculum presumes students learned in prior years. Through the review plan mini lessons and or remediation in center rotation providing for and covering gaps when possible in the whole group lesson and center rotations. Meet with vertical planning teams to inform across grade levels in preparation for curriculum gaps. 4

 S198966

Strategy Rationale

Providing time and support in planing for the presumed prerequisite knowledge.

Action Step 1 5

We will review Curriculum Guides with Modules and item specs at PLCs, CLCs, and VLCs.

Person Responsible

Casie Doyle

Schedule

Biweekly, from 9/30/2015 to 6/6/2016

Evidence of Completion

Agenda and meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will plan and attend meetings.

Person Responsible

Casie Doyle

Schedule

Biweekly, from 9/30/2015 to 6/6/2016

Evidence of Completion

Meeting agenda and minutes.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Observations conducted by administration. Data chats using iReady and Achieve 3000 data.

Person Responsible

Casie Doyle

Schedule

Every 3 Weeks, from 9/30/2015 to 5/27/2016

Evidence of Completion

Observation tools such as walkthrough or CAST forms. iReady and Achieve 3000 reports.

G2.B3 Professional Development: Lack of resources for content specific professional development. 2

 B187474

G2.B3.S1 To address the lack of resources for content specific professional development we will bring in content specialist from the district to conduct professional development per teacher need survey. 4

 S198967

Strategy Rationale

Teachers who have transitioned into new content areas due to personnel changes will need depth of knowledge in content areas they are not as familiar with.

Action Step 1 5

Conduct a school wide survey of teacher content professional development needs.

Person Responsible

Casie Doyle

Schedule

On 6/6/2016

Evidence of Completion

Survey results

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review agenda's for PLC trainings, Minutes from PLC meetings, and attending as a student.

Person Responsible

Casie Doyle

Schedule

Quarterly, from 9/1/2015 to 6/6/2016

Evidence of Completion

agendas, meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration will follow up with classroom observations and CLC conversations.

Person Responsible

Casie Doyle

Schedule

Quarterly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Classroom walk through forms, CAST observation logs

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	Guidance Counselor will run monthly attendance reports setting up AIT conference dates and times	Sherman, Katherine	10/1/2015	Focus Attendance records, Parent Invitations, Student Agenda's, Meeting minutes/notes, attendance contracts	6/1/2016 monthly
G2.B1.S1.A1	Common Planning scheduled weekly for content pd	Doyle, Casie	9/7/2015	Meeting Agenda's, minutes, and activities	6/10/2016 weekly
G2.B2.S1.A1	Administration will set up CLC schedules.	Doyle, Casie	9/1/2015	Page 2 of Lesson Plans providing small group lesson plans, CLC agendas and minutes	6/6/2016 biweekly
G2.B2.S2.A1	We will review Curriculum Guides with Modules and item specs at PLCs, CLCs, and VLCs.	Doyle, Casie	9/30/2015	Agenda and meeting minutes	6/6/2016 biweekly
G2.B3.S1.A1	Conduct a school wide survey of teacher content professional development needs.	Doyle, Casie	9/1/2015	Survey results	6/6/2016 one-time

Duval - 1421 - Chaffee Trail Elementary - 2015-16 SIP
Chaffee Trail Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	quarterly half day trainings for more in depth planning of lessons and small group instruction that is data driven	Doyle, Casie	9/7/2015	Agendas, meeting minutes, lesson plans and activities	5/27/2016 quarterly
G1.MA1	Mrs. Sherman will run Focus attendance reports and set up AIT conferences. She will monitor the absence trends.	Sherman, Katherine	10/1/2015	Focus reports, AIT meeting notices/ minutes	6/1/2016 quarterly
G1.B1.S1.MA1	Mid year data analysis reviewing if absences have decreased with students with excessive absences	Sherman, Katherine	1/4/2016	Mid year data review SIP session minutes/notes, focus reports, AIT notices.	6/1/2016 semiannually
G1.B1.S1.MA1	Mrs.Sherman will pull monthly reports and set up conference times with parents.	Sherman, Katherine	10/1/2015	Attendance Focus reports, Guidance Counselor Meeting Agenda/ appointments.	6/1/2016 one-time
G2.MA1	Module Assessments, Teacher Assessments, Data Chats, Collaborative planning, Blended Learning assessments, end of year results	Doyle, Casie	9/30/2015	State Assessment Data, End Of Year Grades, Formative and Summative assessments	6/6/2016 monthly
G2.MA2	We will monitor progress using iReady mid-year assessments, iReady Performance Monitoring assessments ,Achieve 3000 Level Sets, teacher running records, Science scrimmages, and District mid-year assessments.	Doyle, Casie	9/30/2015	iReady and Achieve reports, running records, teacher data notebooks, performance matters	6/6/2016 every-3-weeks
G2.B1.S1.MA1	Performance Matters, CAST Warehouse, Iready and Achieve Data, Pearson Reports, FLDOE	Wright, Marquita	9/7/2015	Performance matters- FSA proficiency, FCAT proficiency, iready and achieve proficiency reports	5/27/2016 quarterly
G2.B1.S1.MA1	Principal will include reminders and tips in weekly memo Principal and AP will attend meetings Principal and AP will observe classroom lessons for data driven small groups Principal will monitor FOCUS lesson plans School will set up quarterly mini instructional review with neighboring schools and district specilaist.	Doyle, Casie	9/7/2015	observation notes, observation logs, lesson plans on Focus, pd agenda's and minutes	5/27/2016 monthly
G2.B2.S1.MA1	Administration will observe center rotations. Monitoring the implementation of small group deficit sub skill lessons.	Doyle, Casie	9/14/2015	Page 2 of Lesson Plans, documents from data chats, teacher record of student activities	6/6/2016 biweekly
G2.B2.S1.MA1	Administration will attend and participate, developing agenda items that address differentiated instruction needs	Doyle, Casie	9/1/2015	Agendas and minutes	6/6/2016 biweekly
G2.B2.S1.MA1	Administration will attend and participate, developing agenda items that address differentiated instruction needs	Doyle, Casie	9/1/2015	Agendas and minutes	6/6/2016 biweekly
G2.B3.S1.MA1	Administration will follow up with classroom observations and CLC conversations.	Doyle, Casie	9/1/2015	Classroom walk through forms, CAST observation logs	6/6/2016 quarterly
G2.B3.S1.MA1	Review agenda's for PLC trainings, Minutes from PLC meetings, and attending as a student.	Doyle, Casie	9/1/2015	agendas, meeting minutes	6/6/2016 quarterly
G2.B2.S2.MA1	Observations conducted by administration. Data chats using iReady and Achieve 3000 data.	Doyle, Casie	9/30/2015	Observation tools such as walkthrough or CAST forms. iReady and Achieve 3000 reports.	5/27/2016 every-3-weeks
G2.B2.S2.MA1	Administration will plan and attend meetings.	Doyle, Casie	9/30/2015	Meeting agenda and minutes.	6/6/2016 biweekly

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.

G2. If we increase data driven, differentiated, explicit, and systematic instruction that supports all levels of learning (remediation, on-level, enrichment) through small group instruction and center rotations then our students will become proficient in their sub skills as well as higher level thinkers.

G2.B1 Time: Time to complete the outlined curriculum by the State Assessment. Time for in-depth professional development.

G2.B1.S1 Work with content specialist to combine lessons in an effort to meet FSA assessment deadline while ensuring we cover all item specs and state standard. Utilize common planning time to develop understanding of which data can be used to form small groups with differentiated activities that are priority to learning.

PD Opportunity 1

Common Planning scheduled weekly for content pd

Facilitator

District specialist per content areas

Participants

all core teachers

Schedule

Weekly, from 9/7/2015 to 6/10/2016

PD Opportunity 2

quarterly half day trainings for more in depth planning of lessons and small group instruction that is data driven

Facilitator

District Specialist, iready and Achieve Specialist,

Participants

core teachers

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

G2.B2 Prerequisites: of students coming in with a new curriculum there is an assumption that the students already have some conceptual knowledge in place. Teacher knowledge and ability to form data driven groups and plan for differentiated instruction.

G2.B2.S1 Teachers collaborating with colleagues and administration during PLCs to look over data to gauge what groups students will be placed in during small group instruction. Professional development provided by blended learning partners demonstrating how groups can be created and sub-skill lessons implemented using the data gathered from iReady and Achieve. Teachers attend common planning to strategize and share plans for differentiated small group activities meeting the sub skill needs of students.

PD Opportunity 1

Administration will set up CLC schedules.

Facilitator

iReady and Achieve facilitators, Principal

Participants

Teachers

Schedule

Biweekly, from 9/1/2015 to 6/6/2016

G2.B3 Professional Development: Lack of resources for content specific professional development.

G2.B3.S1 To address the lack of resources for content specific professional development we will bring in content specialist from the district to conduct professional development per teacher need survey.

PD Opportunity 1

Conduct a school wide survey of teacher content professional development needs.

Facilitator

Math District Specialist, Patrick Kenney; Reading District Specialist, Renee Jackson Science Lead Teacher, District ESE specialist

Participants

Teachers, Paras & Administration

Schedule

On 6/6/2016