Chimney Lakes Elementary School

2016-17 Schoolwide Improvement Plan

Chimney Lakes Elementary School

9353 STAPLES MILL DR, Jacksonville, FL 32244

http://www.duvalschools.org/cle

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	C	A

*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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Chimney Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 cultures. 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.

The climate survey is administered to students and teachers annually. The results are analyzed by the Leadership Team and shared with all stakeholders. The faculty and staff analyze questions designed to measure the effectiveness of relationships between teachers and students. Adjustments are made based on the results of the Climate Survey and other data sources to improve relationships between teachers and students.

b. 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. Additionally, students are taught procedures for fire drills, code red, reporting bullying incidents, and stranger danger to increase students' awareness. Teachers and Administration implement Positive Behavioral Interventions and Supports to establish a culture for success at Chimney Lakes Elementary. The school counselors provide classroom guidance lessons which teach students about personal safety, character education, and respecting others 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.

c. 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.

d. 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 two school counselors 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	16	17	11	22	15	0	0	0	0	0	0	0	93
One or more suspensions	5	3	2	4	4	2	0	0	0	0	0	0	0	20
Course failure in ELA or Math	3	2	7	7	3	0	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	37	19	30	0	0	0	0	0	0	0	86

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	2	0	3	1	0	0	0	0	0	0	0	10

c. 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 RtI Tier 3 team, the Muti-referral Disciplinary Team, and/or district level resources such as the SOS program.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/311797.

2. Description

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

2. 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 businesses 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Walker, Beverly	Principal
Hill, Daryl	Assistant Principal
Handres, Sheila	School Counselor
Baierl, Sarah	Instructional Coach
Metz, Melissa	Assistant Principal
Reier, Angela	Instructional Coach

b. Duties

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

Beverly Walker, Principal-- provides a common vision for the use of data-based decision making and is responsible for overall monitoring of the Cooperative Problem Solving Teams and monitor grade level data.
Daryl Hill, Assistant Principal--communicates and assist in promoting a common vision for data-based decision making and assist in monitoring grade level data.
Melissa Metz, Assistant Principal -- test coordinator, communicates and assist in promoting a common vision for data-based decision making, 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.
Angie Reier, Instructional Coach -- support teachers with improving mathematics instruction, lead mathematics 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.

2. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mary Ford	Education Support Employee
Kamini Ramirez	Teacher
Mike Glover	Business/Community
Ed Takio	Business/Community
Beverly Walker	Principal
Sharmaine Grant	Teacher
Amber Gutierrez	Parent
Amy Gieger	Business/Community
Noah Thomas	Business/Community
Ashley Teston	Teacher

b. Duties

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

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

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

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if
applicable.**:**

Name	Title
Baierl, Sarah	Instructional Coach
Hill, Daryl	Assistant Principal
Walker, Beverly	Principal
Metz, Melissa	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1) common core instructional shifts
2) the 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
8) Facilitates professional development cycles based on the four pillar of excellent instruction:
Engagement, Rigor, Understanding, and Ownership

D. Public and Collaborative Teaching

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

**1. 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 areas including ESE to
meet weekly with a coach and administration.

Teachers meet every Tuesday for Professional Learning Communities (PLC). These meetings are
focused on the topic for the current professional development cycle.

Grade-levels meet one additional day per week and discuss a wide-variety of topics as determined by
the grade-level.

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

1. Respond to walk in, faxed, and emailed resumes
2. Work with the Human Resources Department to find quality applicants from colleges and universities
3. Provide mentors, counseling, and training opportunities that support district initiatives
4. Mentoring and Induction for Novice Teachers (MINT) - Assists beginning teachers with meeting the
professional requirements of the state statutes
5. Clinical Educator Trainers (CET) - Observe and help mentor beginning and experienced teachers

6. Facilitates professional development cycles focused on the the four pillars. This includes training, modeling, and instructional design for classroom teachers with numerous opportunities for observation and feedback to ensure high-quality classroom instruction.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instruction and blended learning are aligned utilizing the district curriculum guides. 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 and the common core shifts when developing lesson plans. In addition, the administrative team reviews and monitors the alignment of instruction to the lesson plan and standards frequently. Ongoing professional development cycles through PLCs and early release trainings are focused on the four pillars of excellent instruction and the Florida Standards.

b. Instructional Strategies

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

The instructional delivery method for all core content areas embeds center rotations that are differentiated based on recent data. In the classrooms, teachers analyze their data to drive their daily instruction. Blended Learning (Achieve3000 and iReady) provides students with additional differentiated instruction. Furthermore, teachers meet as a grade level during Professional Learning Communities to review the data from their students to identify grade-level trends and develop corrective action plans. Teachers also meet with administrators and discuss data during Data Chats.

2. 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
Walker, Beverly, walkerb2@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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Local Achievement Data
- According to our iReady Math Baseline data, fewer students in 1st grade (-5%) and 2nd grade (-3%) are entering at proficient.
- According to our iReady Math Baseline data, there was no change in the percent of third graders entering at proficient.
-According to our iReady Math Baseline data, we saw a slight increase in the percent of 4th (+1%) and 5th grade (+3%) students entering at proficient.
- According to our iReady Reading Baseline data, we saw a slight increase in the percent of 1st (+5%) and 2nd grade (+1%) students entering at proficient.
- According to our iReady Reading Baseline, our incoming third graders show a significant increase in the percent of non-proficient students (-5%).
- In 5th grade, we saw a significant increase in proficiency (+7%) according to Achieve3000 and a slight increase in proficiency for 4th grade (+1%) according to Achieve3000.

State Achievement Data
- In 3rd grade, we had an 11% increase in Reading proficiency and a 2% decrease in Math proficiency.
- In 4th grade, we had a 2% increase in Reading proficiency and a 17% increase in Math proficiency.
- In 5th grade, we had a 2% increase in Reading proficiency, 14% increase in Math proficiency, and a 5% increase in Science proficiency.

B. 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"Â? 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.

- The increase emphasis on the common core shifts presented a wide variety of instructional challenges last year.
- There were some challenges in pacing (in grades K - 5) and limited opportunities for eyes on text (in grades K -2) which could have impacted student achievement.

C. Strategic Goals

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 professional development is focused on strengthening the rigor and alignment of instruction to the common core shifts, then student achievement, engagement, and ownership in all content-areas will increase.

G2. If school-wide systems are centered around developing the whole child, then student's social/emotional well-being, engagement and ownership will improve in all classrooms.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If professional development is focused on strengthening the rigor and alignment of instruction to the common core shifts, then student achievement, engagement, and ownership in all content-areas will increase. 1a

🔍 G086462

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0
ELA/Reading Lowest 25% Gains	57.0
ELA/Reading Gains	64.0
FSA Mathematics Achievement	80.0
Math Gains	79.0
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	70.0
ELA Achievement District Assessment	55.0
Math Achievement District Assessment	47.0

Targeted Barriers to Achieving the Goal 3

- Understanding and utilizing research based instructional strategies to implement well managed diverse learning groups.

- Recognizing and understanding the standards and Common Core Shifts when selecting instructional materials to ensure alignment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Common Planning Time, Item Specifications, Florida State Standards, Curriculum Guides, Supplemental Materials from Lakeshore purchased with Title I funds, Barton Materials purchased with Title I funds, LLI Materials purchased with Title I funds, Model Classrooms, audio/visual equipment purchased with Title I funds, EQUIP Protocol, district specialists, and programs specialists (iReady/Achieve3000 contacts)

Plan to Monitor Progress Toward G1. 8

Administration and teachers will review and analyze student data through the use of data chats.

Person Responsible
Beverly Walker

Schedule
Quarterly, from 9/19/2016 to 6/2/2017

Evidence of Completion
Data chat forms, school-level data charts, grade-level data charts, teacher-level data chats, student-level data charts

G2. If school-wide systems are centered around developing the whole child, then student's social/emotional well-being, engagement and ownership will improve in all classrooms. 1a

🔍 G086463

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	70.0
Attendance Below 90%	89.0
Discipline incidents	116.0

Targeted Barriers to Achieving the Goal 3

- Lack of school-wide recognition for students that consistently receive good grades, display good conduct, and maintain regular attendance

- Understanding progressive discipline and how it relates to Student Code of Conduct violations

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselors, Positive Behavior Support Plan, Classroom Incentives, FOCUS Reports, School-Wide Behavioral Expectations, Parent/Student/School Compact, Code of Conduct, Professional Development on Progressive Discipline, Social Stories purchased with Title I funds, Learning for Life, Child Safety Matters, and various resources from Safe & Civil Schools

Plan to Monitor Progress Toward G2. 8

Administration will review and analyze the number of students receiving incentives and school-wide discipline, attendance, and achievement data.

Person Responsible
Sheila Handres

Schedule
Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion
List of student receiving incentives, FOCUS discipline reports, FOCUS attendance reports, students grades

Plan to Monitor Progress Toward G2. 8

Administration will review and analyze the school-wide discipline data.

Person Responsible
Daryl Hill

Schedule
Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion
FOCUS discipline reports

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 professional development is focused on strengthening the rigor and alignment of instruction to the common core shifts, then student achievement, engagement, and ownership in all content-areas will increase. 1

🔑 G086462

G1.B1 Understanding and utilizing research based instructional strategies to implement well managed diverse learning groups. 2

🔑 B229758

G1.B1.S1 Develop professional development training on engaging instructional strategies/ accommodations for diverse learners. 4

🔑 S242400

Strategy Rationale

Strengthening professional capacity and rigorous instruction will increase student achievement, engagement, and ownership.

Action Step 1 5

Provide professional development training on engaging instructional strategies/accommodations for diverse learners.

Person Responsible

Melissa Metz

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, agendas, common planning minutes, prerecorded webinars, PowerPoint presentation, handouts

Action Step 2 5

Teachers will recognize and implement acquired instructional strategies for diverse learners.

Person Responsible

Melissa Metz

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, students work samples

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

Administration will participate and observe the professional development activities.

> **Person Responsible**
>
> Beverly Walker
>
> **Schedule**
>
> Weekly, from 8/10/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Sign-in sheets, agendas, common planning minutes, prerecorded webinars, PowerPoint presentation, handouts

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

Administration will engage in focus walks utilizing the professional development cycle implementation rubric.

> **Person Responsible**
>
> Beverly Walker
>
> **Schedule**
>
> Weekly, from 8/15/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Complete rubrics, logs

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

Administration will observe the coaches in action and review feedback forms/exit tickets.

> **Person Responsible**
>
> Beverly Walker
>
> **Schedule**
>
> Monthly, from 8/10/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Observation notes, feedback forms, exit tickets

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

Administration will engage in focus walks utilizing the professional development cycle implementation rubric.

Person Responsible

Beverly Walker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Complete rubrics, logs

G1.B2 Recognizing and understanding the standards and Common Core Shifts when selecting instructional materials to ensure alignment. 2

🔍 B229759

G1.B2.S1 Develop professional development training on recognizing and understanding the standards and the common core shifts when selecting instructional materials to ensure alignment. 4

🔍 S242401

Strategy Rationale

Strengthening professional capacity and rigorous instruction will increase student achievement, engagement, and ownership.

Action Step 1 5

Teachers and coaches will unpack the standards, review instructional materials (i.e. text complexity) and item specs, examine student work, and identify materials to address the gaps for alignment during common planning time and professional development opportunities.

Person Responsible

Melissa Metz

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Exit tickets, presentations, sign in, agendas, materials used, student work samples, meeting minutes

Action Step 2 5

Teachers will develop lesson plans and utilize instructional materials that are aligned to the standards and the common core shifts.

Person Responsible

Melissa Metz

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work samples, student data, logs

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

Administration will participate and observe common planning.

Person Responsible

Beverly Walker

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Exit tickets, presentations, sign in, agendas, materials used, student work samples, meeting minutes

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

Administration will review lesson plans and engage in focus walks utilizing the professional development cycle implementation rubric.

Person Responsible

Beverly Walker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Complete rubrics, logs

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

Administration and teachers will review and analyze student data through the use of data chats.

Person Responsible

Beverly Walker

Schedule

Quarterly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Data chat forms, school-level data charts, grade-level data charts, teacher-level data chats, student-level data charts

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

Administration and teachers will review and analyze student data through the use of data chats.

Person Responsible

Beverly Walker

Schedule

Quarterly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Data chat forms, school-level data charts, grade-level data charts, teacher-level data chats, student-level data charts

G2. If school-wide systems are centered around developing the whole child, then student's social/emotional well-being, engagement and ownership will improve in all classrooms. `1`

🔍 G086463

G2.B1 Lack of school-wide recognition for students that consistently receive good grades, display good conduct, and maintain regular attendance `2`

🔍 B229760

G2.B1.S1 Develop a school-wide recognition program for students that consistently receive good grades, display good conduct, and maintain regular attendance. `4`

🔍 S242402

Strategy Rationale

Developing a school-wide recognition program for students that consistently receive good grades, display good conduct, and maintain regular attendance will increase students' social/emotional well-being, engagement and ownership.

Action Step 1 `5`

Implement a school-wide recognition program for students that consistently receive good grades, display good conduct, and maintain regular attendance.

Person Responsible

Daryl Hill

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, agendas, minutes, actual written plan

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

Administration will collect the lists from teachers and provide incentives.

Person Responsible

Daryl Hill

Schedule

Quarterly, from 10/14/2016 to 5/30/2017

Evidence of Completion

Teacher lists, documentation that incentives were provided (i.e. photos, flyers, invitations)

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

Administration will review and analyze the number of students receiving incentives and school-wide discipline, attendance, and achievement data.

Person Responsible

Sheila Handres

Schedule

Quarterly, from 10/14/2016 to 5/30/2017

Evidence of Completion

List of student receiving incentives, FOCUS discipline reports, FOCUS attendance reports, students grades

G2.B2 Understanding progressive discipline and how it relates to Student Code of Conduct violations 2

🔑 B229761

G2.B2.S1 Develop professional development focused on understanding and utilizing progressive discipline as it relates to Student Code of Conduct violations 4

🔑 S242403

Strategy Rationale

Strengthened professional capacity as it relates to disciplinary action will reduce the number of discipline incidents and referrals.

Action Step 1 5

Implement professional development focused on understanding and utilizing progressive discipline as it relates to Student Code of Conduct violations

Person Responsible

Daryl Hill

Schedule

On 10/12/2016

Evidence of Completion

Sign-in sheets, agenda, minutes, PowerPoint presentation, handouts

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

Administration will participate and observe the professional development activities.

Person Responsible

Beverly Walker

Schedule

On 10/12/2016

Evidence of Completion

Sign-in sheets, agendas, PowerPoint presentation, handouts

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

Administration will review feedback forms/exit tickets.

Person Responsible

Beverly Walker

Schedule

On 10/12/2016

Evidence of Completion

Exit tickets, feedback forms

G2.B2.S2 Develop a school-wide progressive discipline plan. `4`

`🔑 S242404`

Strategy Rationale

As well-implementation school-wide discipline plan with strengthen coherence in handling discipline incidents.

Action Step 1 `5`

Implement a school-wide progressive discipline plan.

Person Responsible

Daryl Hill

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Written plan, sign-in, agenda, PowerPoint, handouts

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

During focus walks, the administration will look for evidence of progressive discipline where appropriate.

Person Responsible

Beverly Walker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Focus walk notes, logs

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

Administration will review and analyze school-wide discipline data.

Person Responsible

Daryl Hill

Schedule

Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion

FOCUS discipline reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA1 🔍 M324015	Administration will review feedback forms/exit tickets.	Walker, Beverly	10/12/2016	Exit tickets, feedback forms	10/12/2016 one-time
G2.B2.S1.MA1 🔍 M324016	Administration will participate and observe the professional development activities.	Walker, Beverly	10/12/2016	Sign-in sheets, agendas, PowerPoint presentation, handouts	10/12/2016 one-time
G2.B2.S1.A1 🔍 A313737	Implement professional development focused on understanding and utilizing progressive discipline as...	Hill, Daryl	10/12/2016	Sign-in sheets, agenda, minutes, PowerPoint presentation, handouts	10/12/2016 one-time
G2.B1.S1.MA1 🔍 M324013	Administration will review and analyze the number of students receiving incentives and school-wide...	Handres, Sheila	10/14/2016	List of student receiving incentives, FOCUS discipline reports, FOCUS attendance reports, students grades	5/30/2017 quarterly
G2.B1.S1.MA1 🔍 M324014	Administration will collect the lists from teachers and provide incentives.	Hill, Daryl	10/14/2016	Teacher lists, documentation that incentives were provided (i.e. photos, flyers, invitations)	5/30/2017 quarterly
G1.MA1 🔍 M324012	Administration and teachers will review and analyze student data through the use of data chats.	Walker, Beverly	9/19/2016	Data chat forms, school-level data charts, grade-level data charts, teacher-level data chats, student-level data charts	6/2/2017 quarterly
G2.MA1 🔍 M324019	Administration will review and analyze the number of students receiving incentives and school-wide...	Handres, Sheila	10/14/2016	List of student receiving incentives, FOCUS discipline reports, FOCUS attendance reports, students grades	6/2/2017 quarterly
G2.MA2 🔍 M324020	Administration will review and analyze the school-wide discipline data.	Hill, Daryl	10/14/2016	FOCUS discipline reports	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M324004	Administration will observe the coaches in action and review feedback forms/exit tickets.	Walker, Beverly	8/10/2016	Observation notes, feedback forms, exit tickets	6/2/2017 monthly
G1.B1.S1.MA4 🔍 M324005	Administration will engage in focus walks utilizing the professional development cycle...	Walker, Beverly	8/15/2016	Complete rubrics, logs	6/2/2017 weekly
G1.B1.S1.MA1 🔍 M324006	Administration will participate and observe the professional development activities.	Walker, Beverly	8/10/2016	Sign-in sheets, agendas, common planning minutes, prerecorded webinars, PowerPoint presentation, handouts	6/2/2017 weekly
G1.B1.S1.MA3 🔍 M324007	Administration will engage in focus walks utilizing the professional development cycle...	Walker, Beverly	8/15/2016	Complete rubrics, logs	6/2/2017 weekly
G1.B1.S1.A1 🔍 A313732	Provide professional development training on engaging instructional strategies/accommodations for...	Metz, Melissa	8/10/2016	Sign-in sheets, agendas, common planning minutes, prerecorded webinars, PowerPoint presentation, handouts	6/2/2017 weekly
G1.B1.S1.A2 🔍 A313733	Teachers will recognize and implement acquired instructional strategies for diverse learners.	Metz, Melissa	8/15/2016	Lesson plans, students work samples	6/2/2017 daily
G1.B2.S1.MA1 🔍 M324008	Administration and teachers will review and analyze student data through the use of data chats.	Walker, Beverly	9/19/2016	Data chat forms, school-level data charts, grade-level data charts, teacher-level data chats, student-level data charts	6/2/2017 quarterly
G1.B2.S1.MA4 🔍 M324009	Administration and teachers will review and analyze student data through the use of data chats.	Walker, Beverly	9/19/2016	Data chat forms, school-level data charts, grade-level data charts, teacher-level data chats, student-level data charts	6/2/2017 quarterly
G1.B2.S1.MA1 🔍 M324010	Administration will participate and observe common planning.	Walker, Beverly	8/22/2016	Exit tickets, presentations, sign in, agendas, materials used, student work samples, meeting minutes	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA2 🔍 M324011	Administration will review lesson plans and engage in focus walks utilizing the professional...	Walker, Beverly	8/15/2016	Complete rubrics, logs	6/2/2017 weekly
G1.B2.S1.A1 🔍 A313734	Teachers and coaches will unpack the standards, review instructional materials (i.e. text...	Metz, Melissa	8/22/2016	Exit tickets, presentations, sign in, agendas, materials used, student work samples, meeting minutes	6/2/2017 weekly
G1.B2.S1.A2 🔍 A313735	Teachers will develop lesson plans and utilize instructional materials that are aligned to the...	Metz, Melissa	8/15/2016	Lesson plans, student work samples, student data, logs	6/2/2017 daily
G2.B1.S1.A1 🔍 A313736	Implement a school-wide recognition program for students that consistently receive good grades,...	Hill, Daryl	9/12/2016	Sign-in sheets, agendas, minutes, actual written plan	6/2/2017 daily
G2.B2.S2.MA1 🔍 M324017	Administration will review and analyze school-wide discipline data.	Hill, Daryl	10/14/2016	FOCUS discipline reports	6/2/2017 quarterly
G2.B2.S2.MA1 🔍 M324018	During focus walks, the administration will look for evidence of progressive discipline where...	Walker, Beverly	8/15/2016	Focus walk notes, logs	6/2/2017 weekly
G2.B2.S2.A1 🔍 A313738	Implement a school-wide progressive discipline plan.	Hill, Daryl	8/15/2016	Written plan, sign-in, agenda, PowerPoint, handouts	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If professional development is focused on strengthening the rigor and alignment of instruction to the common core shifts, then student achievement, engagement, and ownership in all content-areas will increase.

G1.B1 Understanding and utilizing research based instructional strategies to implement well managed diverse learning groups.

G1.B1.S1 Develop professional development training on engaging instructional strategies/ accommodations for diverse learners.

PD Opportunity 1

Provide professional development training on engaging instructional strategies/accommodations for diverse learners.

Facilitator

Sarah Baierl, Reading Coach; Angie Reier, Mathematics Coach; District Specialist, Reading and Mathematics

Participants

Teachers and paraprofessionals

Schedule

Weekly, from 8/10/2016 to 6/2/2017

G1.B2 Recognizing and understanding the standards and Common Core Shifts when selecting instructional materials to ensure alignment.

G1.B2.S1 Develop professional development training on recognizing and understanding the standards and the common core shifts when selecting instructional materials to ensure alignment.

PD Opportunity 1

Teachers and coaches will unpack the standards, review instructional materials (i.e. text complexity) and item specs, examine student work, and identify materials to address the gaps for alignment during common planning time and professional development opportunities.

Facilitator

Sarah Baierl, Reading Coach; Angie Reier, Mathematics Coach; District Specialists, Reading and Mathematics

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G2. If school-wide systems are centered around developing the whole child, then student's social/emotional well-being, engagement and ownership will improve in all classrooms.

G2.B2 Understanding progressive discipline and how it relates to Student Code of Conduct violations

G2.B2.S1 Develop professional development focused on understanding and utilizing progressive discipline as it relates to Student Code of Conduct violations

PD Opportunity 1

Implement professional development focused on understanding and utilizing progressive discipline as it relates to Student Code of Conduct violations

Facilitator

District Behavior Specialist

Participants

Teachers and staff

Schedule

On 10/12/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development training on engaging instructional strategies/ accommodations for diverse learners.	$0.00
2	G1.B1.S1.A2	Teachers will recognize and implement acquired instructional strategies for diverse learners.	$0.00
3	G1.B2.S1.A1	Teachers and coaches will unpack the standards, review instructional materials (i.e. text complexity) and item specs, examine student work, and identify materials to address the gaps for alignment during common planning time and professional development opportunities.	$0.00
4	G1.B2.S1.A2	Teachers will develop lesson plans and utilize instructional materials that are aligned to the standards and the common core shifts.	$0.00
5	G2.B1.S1.A1	Implement a school-wide recognition program for students that consistently receive good grades, display good conduct, and maintain regular attendance.	$0.00
6	G2.B2.S1.A1	Implement professional development focused on understanding and utilizing progressive discipline as it relates to Student Code of Conduct violations	$0.00
7	G2.B2.S2.A1	Implement a school-wide progressive discipline plan.	$0.00
		Total:	$0.00