

Leon County Schools

Chaires Elementary School



2017-18 Schoolwide Improvement Plan

Chaires Elementary School

4774 CHAIRES CROSSROADS, Tallahassee, FL 32317

<http://www.leonschools.net/chaire>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	B*	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 is pending approval by the Leon County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Chaires Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Providing academic excellence every day!

b. Provide the school's vision statement.

Chaires Elementary school will build academic achievement by discovering the individual talents of each child, and providing an environment where students want to learn and naturally discover their true passions.

2. School Environment

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

Our school will infuse the content required by Florida statute 1003.42 (2) and S.B. Policy (2210), as applicable to appropriate grade levels, including but not limited to

- * History of the Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. We have implemented "Safe Zone Ally" program through our Guidance Counselor.

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.

Teachers are trained in classroom management strategies using a Positive Behavior System. (PBS) Additionally, Chaires will implement the district PBIS system and implement a school-wide PBS team.

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.

Operational school based team that meets weekly to discuss students with barriers to academic and social success. Mentors are assigned to students identified with concerns. Counseling sessions are provided for students through our guidance counselor.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Utilize data systems to identify students who have attendance, behavioral or academic concerns. This will include weekly meetings with the social worker, and response to intervention team along with monthly attendance reports run from Genesis.

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	4	2	3	5	0	0	0	0	0	0	0	0	0	14
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	2	1	2	3	5	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	3	6	11	0	0	0	0	0	0	0	20

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	0	2	1	2	3	5	0	0	0	0	0	0	0	13

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

Effective multi-disciplinary teams in place to problem solve and create action plans for students; corrective reading group implementation, Aimsweb, IReady and the creation of evidence-based interventions to close student need gaps related to early warning system.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/436617>.

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.

Jennifer Lombardi works to facilitate the partnerships between community partners and Chaires Elementary School by following district guidelines. A local church works with our students afterschool in a program called the "Good News Club" at our location.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Prescott, Michele	Principal
Ricardo, Jennifer	Assistant Principal
Bradley, Nikki	Administrative Support
Elkins, Misty	Other

b. Duties

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

Principal and assistant principal: Provides vision, ensures that the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.

Select General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

Select ESE teachers: (Varying exceptionalities, speech, gifted) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers.

Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies

Data Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective teaching strategies.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans.

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.

Students school-wide are monitored using a variety of data sources.

In grades PreK and K, students are monitored through the Waterford program. In addition, students in K-2 are monitored with AIMS Web+ Reading and math data, STAR reading data, and Successmaker data.

Students in grades 3-5 are monitored using AIMS Web+ Reading and math data, STAR reading data, I-Ready data and the Florida Standards Assessment (FSA).

Title II funds will be spent on Professional Development to enhance teacher development and increase student progress towards school goals. SAI funds are allocated by District and go 100% for staffing.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michele Prescott	Principal
April Holmes	Parent
Wanda Ridley	Education Support Employee
Shellie Blackburn	Teacher
Kesher Paul	Teacher
Eden Brown	Teacher
Zach Clemons	Business/Community
Stacey Ball	Parent
Pamela Brasher	Education Support Employee
Phillip Johnson	Parent
Sabel Brown	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Chaires Elementary received an A last year. SAC is responsible for addressing and assessing goals. SAC members must approve the SIP yearly.

b. Development of this school improvement plan

The purpose of our SAC is to review prior performance data, problem solve in an effort to increase student achievement and finally determine appropriate goals for each area.

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

SAC meetings will be held quarterly. Budgets and Plans will be discussed and approved as needed.

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

School improvement funds were not allocated last year.

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
Bradley, Nikki	Administrative Support
Prescott, Michele	Principal
Ricardo, Jennifer	Assistant Principal
Elkins, Misty	Instructional Coach

b. Duties

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

The LLT meets monthly to monitor the School Improvement Plan and resolve all issues that pertain to student achievement in Reading. The LLT also monitors students needing remediation and develops plans for each individual child. The LLT promotes literacy through the use of Accelerated Reader.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified, as needed based on decisions made through collaboration.

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

Michele Prescott, Principal, will attend Teacher Interview day to interview and recruit prospective teachers. Additionally the PATS Hiring System will be utilized to review and select qualified candidates. In order to retain highly qualified teachers LeonLEADS will be used to monitor teachers regularly. Reflective feedback and pre/post conferences will be held to discuss strengths and weaknesses as a means for improvement.

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

New teacher who are College of Education graduates will be assigned a mentor through our district office. They will also receive a "buddy" teacher assigned to them on campus. Additional beginning teachers will be assigned a mentor on campus that will assist the new teacher.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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 school ensures every teacher contributes to literacy improvement of every student by:

- * Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

- * Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in English Language Arts Florida Standards (LAFS).

- * Create a schedule with an additional 30 minutes of uninterrupted remediation in reading.

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: Summer Program

Minutes added to school year: 6,000

Struggling 1st graders and 3rd graders are identified and provided with a summer program focusing on reading and math instruction.

Strategy Rationale

Providing additional instruction in Reading and Math for students who are not at the proficient level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Prescott, Michele, prescottm@leonschools.net

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

Evidence such as lesson plans, administrative (school level and district level) observations, assessments, on-going progress monitoring, etc. Evidence will be collected on a weekly, monthly, and quarterly basis. Summer reading portfolios will also be reviewed and analyzed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Kindergarten team holds a Kindergarten parent orientation in the Spring prior to enrollment. Students and parents are taken on a tour of the school and are able to ask questions about the school, curriculum, and activities pertaining to Kindergarten. Open House was held on September 7th, 2017 and all parents and students were invited to attend.

Representatives from middle schools come to Chaires and hold an informational meeting with students to orient them to the expectations and scheduling options for the next year.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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" 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our school goal for the 2017 -2018 ELA FSA is that 70% of all matched students will score a 3 or above on the ELA FSA.
- G2.** 70% of our students will score a 3 or above on the 2017- 2018 Science FCAT.
- G3.** Our school goal for the 2017- 2018 Math FSA is that 70% of all matched students will score 3 or above on the 2017-2018 Mathematics FSA.

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. Our school goal for the 2017 -2018 ELA FSA is that 70% of all matched students will score a 3 or above on the ELA FSA. 1a

G096129

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Need for additional teacher training in Wonders curriculum, instructional strategies and assessment practices
- Improvement in instructional practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- Jr. Great Books, Wonders reading series, I-Ready, Accelerated Reader

Plan to Monitor Progress Toward G1. 8

Student Progress towards Goals

Person Responsible

Michele Prescott

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

2018 FSA Results

G2. 70% of our students will score a 3 or above on the 2017- 2018 Science FCAT. 1a

G096130

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Planning and collaborating to review data and adjust instruction and access to needed consumable materials.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Programs: Fusion Science Personnel: Classroom teacher, Special Education Teacher
Equipment: Promethean Board, mobile devices, and STEAM funds

Plan to Monitor Progress Toward G2. 8

Monthly Progress Monitoring Meetings

Person Responsible

Michele Prescott

Schedule

Quarterly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Meeting notes and Data

G3. Our school goal for the 2017- 2018 Math FSA is that 70% of all matched students will score 3 or above on the 2017-2018 Mathematics FSA. 1a

G096131

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Need for Tier II and Tier III curriculum and training
- Student access to mobile technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math, I-Ready, Remediation Groups, additional devices available for mobile technology

Plan to Monitor Progress Toward G3. 8

Monthly Progress Monitoring Meetings

Person Responsible

Michele Prescott

Schedule

Monthly, from 1/29/2018 to 5/31/2018

Evidence of Completion

Progress Monitoring Data, I-Ready Data

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. Our school goal for the 2017 -2018 ELA FSA is that 70% of all matched students will score a 3 or above on the ELA FSA. **1**

 G096129

G1.B1 Need for additional teacher training in Wonders curriculum, instructional strategies and assessment practices **2**

 B258772

G1.B1.S1 Professional Learning Communities **4**

 S273990

Strategy Rationale

Teachers will work collaboratively with our Reading Coach to review ELA instructional strategies and assessment practices.

Action Step 1 **5**

Teachers will receive additional Wonders training.

Person Responsible

Misty Elkins

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Monthly District and School Level ELA Professional Development

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

Monitor I-Ready Reading student data, AIMS data, Wonders Assessment data and STAR data.

Person Responsible

Misty Elkins

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

AIMS Web reports, I-Ready Reports, Wonders Assessment Data, STAR data

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

Monitor gains in AIMS Web scores, monitor gains in I-Ready with acceptable performance, monitor gains in STAR Reading, and monitor gains in Wonders Assessments.

Person Responsible

Michele Prescott


Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

I-Ready reports, AIMS Web Data, STAR Data, Wonders Assessment Data

G1.B1.S2 Kagan strategies or core curriculum training for cooperative learning. 4

 S273991

Strategy Rationale

Implementation of cooperative learning strategies will assist with students scoring 3 or above on ELA FSA.

Action Step 1 5

Kagan/core curriculum training

Person Responsible

Misty Elkins

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance at faculty meetings

Person Responsible

Michele Prescott

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs; attendance at additional trainings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review of data through I-Ready, Wonders assessments and AIMSweb

Person Responsible

Nikki Bradley

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

G1.B2 Improvement in instructional practices 2

 B258773

G1.B2.S1 Improvement in instructional practices 4

 S273992

Strategy Rationale

By providing teachers with strategies to improve instructional practices, students will have a better understanding of ELA standards.

Action Step 1 5

Administration attendance at FASA conference

Person Responsible

Jennifer Ricardo

Schedule

On 10/20/2017

Evidence of Completion

Conference agenda

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

Presentation of learned strategies to teachers

Person Responsible

Jennifer Ricardo

Schedule

On 11/30/2017

Evidence of Completion

Presentation of learned strategies through the development of a professional learning opportunity provided to all teachers. Sign in sheets will be collected.

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

Classroom walk-throughs; observations

Person Responsible

Jennifer Ricardo

Schedule

Monthly, from 12/1/2017 to 5/31/2018

Evidence of Completion

LEON LEADS

G2. 70% of our students will score a 3 or above on the 2017- 2018 Science FCAT. 1

G096130

G2.B1 Planning and collaborating to review data and adjust instruction and access to needed consumable materials. 2

B258774

G2.B1.S1 Monthly Professional Learning Communities 4

S273993

Strategy Rationale

To meet monthly to review science data and adjust instruction as well as provide resources for consumable materials and STEAM nights.

Action Step 1 5

K-5 will review data and plan instruction accordingly.

Person Responsible

Michele Prescott

Schedule

Quarterly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Meeting Agendas

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

Classroom Walkthroughs

Person Responsible

Michele Prescott

Schedule

Semiannually, from 8/28/2017 to 5/28/2018

Evidence of Completion

Leon Leads results

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

Attendance at quarterly meetings and implementation of strategies.

Person Responsible

Michele Prescott

Schedule

Every 6 Weeks, from 8/14/2017 to 5/31/2018

Evidence of Completion

Leon LEADS results

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

Classroom Walkthroughs

Person Responsible

Michele Prescott

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Leon LEADS

G2.B1.S2 STEAM days (4) and STEAM parent night (1) 4

 S273994

Strategy Rationale

To infuse science learning and state curriculum throughout the school and to provide an opportunity for parent involvement in Science.

Action Step 1 5

Implementation of STEAM days and STEAM parent night.

Person Responsible

Michele Prescott

Schedule

Every 6 Weeks, from 9/4/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance sign ins at STEAM day/night activities.

Person Responsible

Jennifer Ricardo

Schedule

Every 6 Weeks, from 9/4/2017 to 5/31/2018

Evidence of Completion

Sign in sheets and attendance at activities

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitoring of Fusion assessment data

Person Responsible

Michele Prescott

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Fusion assessment results

G3. Our school goal for the 2017- 2018 Math FSA is that 70% of all matched students will score 3 or above on the 2017-2018 Mathematics FSA. 1

 G096131

G3.B1 Need for Tier II and Tier III curriculum and training 2

 B258775

G3.B1.S1 Implementing Strategic Intervention with fidelity 4

 S273995

Strategy Rationale

To improve understanding of the math curriculum and resources.

Action Step 1 5

Several teachers will attend the Florida Educational Technology Conference to learn strategies and to learn about technological devices that can help improve implementation of differentiated instruction.

Person Responsible

Michele Prescott

Schedule

On 1/26/2018

Evidence of Completion

Agendas/Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walkthroughs

Person Responsible

Michele Prescott

Schedule

Monthly, from 1/26/2018 to 5/31/2018

Evidence of Completion

Implementation of strategies learned.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor student growth on I-Ready and Go Math assessment

Person Responsible

Michele Prescott

Schedule

Monthly, from 1/29/2018 to 5/31/2018

Evidence of Completion

I-Ready Data, Go Math Assessment data

G3.B2 Student access to mobile technology 2

 B258776

G3.B2.S1 Students need more access to mobile technology. 4

 S273996

Strategy Rationale

Provides greater opportunity to individualize learning through I-Ready and additional technological resources.

Action Step 1 5

Several teachers will attend the Florida Educational Technology Conference to learn strategies and to learn about technological devices that can help improve implementation of differentiated instruction.

Person Responsible

Michele Prescott

Schedule

Monthly, from 1/29/2018 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Progress monitoring of Go Math assessments, I-Ready data, and implementation of one-one devices.

Person Responsible

Michele Prescott

Schedule

Monthly, from 1/29/2018 to 5/31/2018

Evidence of Completion

Go Math assessment data; I-Ready data; usage of devices

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monthly progress monitoring meetings regarding Math goals

Person Responsible

Michele Prescott

Schedule

Monthly, from 8/28/2017 to 5/31/2018






Evidence of Completion

Go Math data; I-Ready data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1 A367831	Administration attendance at FASA conference	Ricardo, Jennifer	10/18/2017	Conference agenda	10/20/2017 one-time
G1.B2.S1.MA1 M394953	Presentation of learned strategies to teachers	Ricardo, Jennifer	11/1/2017	Presentation of learned strategies through the development of a professional learning opportunity provided to all teachers. Sign in sheets will be collected.	11/30/2017 one-time
G3.B1.S1.A1 A367834	Several teachers will attend the Florida Educational Technology Conference to learn strategies and...	Prescott, Michele	1/23/2018	Agendas/Notes	1/26/2018 one-time
G1.MA1 M394954	Student Progress towards Goals	Prescott, Michele	8/28/2017	2018 FSA Results	5/28/2018 monthly
G2.MA1 M394960	Monthly Progress Monitoring Meetings	Prescott, Michele	8/28/2017	Meeting notes and Data	5/28/2018 quarterly
G1.B1.S1.A1 A367829	Teachers will receive additional Wonders training.	Elkins, Misty	8/28/2017	Monthly District and School Level ELA Professional Development	5/28/2018 monthly
G2.B1.S1.MA1 M394956	Classroom Walkthroughs	Prescott, Michele	8/28/2017	Leon Leads results	5/28/2018 semiannually
G2.B1.S1.A1 A367832	K-5 will review data and plan instruction accordingly.	Prescott, Michele	8/28/2017	Meeting Agendas	5/28/2018 quarterly
G3.MA1 M394965	Monthly Progress Monitoring Meetings	Prescott, Michele	1/29/2018	Progress Monitoring Data, I-Ready Data	5/31/2018 monthly
G1.B1.S1.MA1 M394948	Monitor gains in AIMS Web scores, monitor gains in I-Ready with acceptable performance, monitor...	Prescott, Michele	8/28/2017	I-Ready reports, AIMS Web Data, STAR Data, Wonders Assessment Data	5/31/2018 monthly
G1.B1.S1.MA1 M394949	Monitor I-Ready Reading student data, AIMS data, Wonders Assessment data and STAR data.	Elkins, Misty	8/28/2017	AIMS Web reports, I-Ready Reports, Wonders Assessment Data, STAR data	5/31/2018 monthly
G1.B2.S1.MA1 M394952	Classroom walk-throughs; observations	Ricardo, Jennifer	12/1/2017	LEON LEADS	5/31/2018 monthly
G2.B1.S1.MA1 M394955	Classroom Walkthroughs	Prescott, Michele	8/28/2017	Leon LEADS	5/31/2018 quarterly
G2.B1.S1.MA3 M394957	Attendance at quarterly meetings and implementation of strategies.	Prescott, Michele	8/14/2017	Leon LEADS results	5/31/2018 every-6-weeks
G3.B1.S1.MA1 M394961	Monitor student growth on I-Ready and Go Math assessment	Prescott, Michele	1/29/2018	I-Ready Data, Go Math Assessment data	5/31/2018 monthly
G3.B1.S1.MA1 M394962	Classroom walkthroughs	Prescott, Michele	1/26/2018	Implementation of strategies learned.	5/31/2018 monthly
G3.B2.S1.MA1 M394963	Monthly progress monitoring meetings regarding Math goals	Prescott, Michele	8/28/2017	Go Math data; I-Ready data	5/31/2018 monthly
G3.B2.S1.MA1 M394964	Progress monitoring of Go Math assessments, I-Ready data, and implementation of one-one devices.	Prescott, Michele	1/29/2018	Go Math assessment data; I-Ready data; usage of devices	5/31/2018 monthly
G3.B2.S1.A1 A367835	Several teachers will attend the Florida Educational Technology Conference to learn strategies and...	Prescott, Michele	1/29/2018		5/31/2018 monthly
G1.B1.S2.MA1 M394950	Review of data through I-Ready, Wonders assessments and AIMSweb	Bradley, Nikki	8/28/2017		5/31/2018 monthly

Leon - 0491 - Chaires Elementary School - 2017-18 SIP
Chaires Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1  M394951	Attendance at faculty meetings	Prescott, Michele	8/28/2017	Classroom walkthroughs; attendance at additional trainings	5/31/2018 monthly
G1.B1.S2.A1  A367830	Kagan/core curriculum training	Elkins, Misty	8/28/2017		5/31/2018 monthly
G2.B1.S2.MA1  M394958	Monitoring of Fusion assessment data	Prescott, Michele	9/4/2017	Fusion assessment results	5/31/2018 quarterly
G2.B1.S2.MA1  M394959	Attendance sign ins at STEAM day/night activities.	Ricardo, Jennifer	9/4/2017	Sign in sheets and attendance at activities	5/31/2018 every-6-weeks
G2.B1.S2.A1  A367833	Implementation of STEAM days and STEAM parent night.	Prescott, Michele	9/4/2017		5/31/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. Our school goal for the 2017 -2018 ELA FSA is that 70% of all matched students will score a 3 or above on the ELA FSA.

G1.B1 Need for additional teacher training in Wonders curriculum, instructional strategies and assessment practices

G1.B1.S1 Professional Learning Communities

PD Opportunity 1

Teachers will receive additional Wonders training.

Facilitator

Misty Elkins, Michele Prescott, Jessica Titze, Brooks Sperling

Participants

All K-5 Teachers

Schedule

Monthly, from 8/28/2017 to 5/28/2018

G1.B1.S2 Kagan strategies or core curriculum training for cooperative learning.

PD Opportunity 1

Kagan/core curriculum training

Facilitator

Misty Elkins

Participants

Teachers K - 5

Schedule

Monthly, from 8/28/2017 to 5/31/2018

G1.B2 Improvement in instructional practices

G1.B2.S1 Improvement in instructional practices

PD Opportunity 1

Administration attendance at FASA conference

Facilitator

FASA

Participants

Jennifer Ricardo

Schedule

On 10/20/2017

G2. 70% of our students will score a 3 or above on the 2017- 2018 Science FCAT.

G2.B1 Planning and collaborating to review data and adjust instruction and access to needed consumable materials.

G2.B1.S1 Monthly Professional Learning Communities

PD Opportunity 1

K-5 will review data and plan instruction accordingly.

Facilitator

Shawna Nelson, District Elementary Science Developer

Participants

All K - 5 teachers

Schedule

Quarterly, from 8/28/2017 to 5/28/2018

G3. Our school goal for the 2017- 2018 Math FSA is that 70% of all matched students will score 3 or above on the 2017-2018 Mathematics FSA.

G3.B1 Need for Tier II and Tier III curriculum and training

G3.B1.S1 Implementing Strategic Intervention with fidelity

PD Opportunity 1

Several teachers will attend the Florida Educational Technology Conference to learn strategies and to learn about technological devices that can help improve implementation of differentiated instruction.

Facilitator

Nikki Bradley, Lee Walker, Shellie Blackburn, Freda Dupree, Arlene Toner, Amiee Tricquet, Eden Brown

Participants

K-5 teachers

Schedule

On 1/26/2018

G3.B2 Student access to mobile technology

G3.B2.S1 Students need more access to mobile technology.

PD Opportunity 1

Several teachers will attend the Florida Educational Technology Conference to learn strategies and to learn about technological devices that can help improve implementation of differentiated instruction.

Facilitator

FETC

Participants

Selected teachers

Schedule

Monthly, from 1/29/2018 to 5/31/2018

VI. Technical Assistance Items

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

G2. 70% of our students will score a 3 or above on the 2017- 2018 Science FCAT.

G2.B1 Planning and collaborating to review data and adjust instruction and access to needed consumable materials.

G2.B1.S2 STEAM days (4) and STEAM parent night (1)

TA Opportunity 1

Implementation of STEAM days and STEAM parent night.

Facilitator

Shawna Nelson

Participants

K-5 students, teachers and parents

Schedule

Every 6 Weeks, from 9/4/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	Teachers will receive additional Wonders training.				\$3,703.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Chaires Elementary School	Title, I Part A		\$3,703.00
2	G1.B1.S2.A1	Kagan/core curriculum training				\$953.06
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Chaires Elementary School	Other		\$953.06
			Notes: Notes			
3	G1.B2.S1.A1	Administration attendance at FASA conference				\$670.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Chaires Elementary School	Title II		\$670.00
			Notes: Notes			
4	G2.B1.S1.A1	K-5 will review data and plan instruction accordingly.				\$2,000.00

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Chaires Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Chaires Elementary School	Title, I Part A		\$2,000.00
5	G2.B1.S2.A1	Implementation of STEAM days and STEAM parent night.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Chaires Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Notes</i>			
6	G3.B1.S1.A1	Several teachers will attend the Florida Educational Technology Conference to learn strategies and to learn about technological devices that can help improve implementation of differentiated instruction.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Chaires Elementary School	Title II		\$1,500.00
			<i>Notes: TEC - Professional Learning Communities</i>			
7	G3.B2.S1.A1	Several teachers will attend the Florida Educational Technology Conference to learn strategies and to learn about technological devices that can help improve implementation of differentiated instruction.				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Chaires Elementary School	Other		\$2,700.00
			<i>Notes: Notes</i>			
					Total:	\$14,526.06