

Leon County Schools

Chaires Elementary School



2018-19 Schoolwide Improvement Plan

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Chaires Elementary School

4774 CHAIRES CROSSROADS, Tallahassee, FL 32317

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	B*

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Providing academic excellence every day!

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Prescott, Michele	Principal
Ricciardi, Champayne	Assistant Principal
Bradley, Nikki	Administrative Support
Elkins, Misty	Instructional Coach

Duties

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

Principal and assistant principal: Provide vision, ensure 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) Provide information about intervention instruction, participate in student data collection, collaborate 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.

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 IReady 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 toward school goals. SAI funds are allocated by District and go 100% for staffing.

Early Warning Systems

Year 2017-18

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	13	6	9	6	10	8	0	0	0	0	0	0	0	52
One or more suspensions	0	0	2	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	2	15	18	18	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	5	14	25	0	0	0	0	0	0	0	44

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	0	1	6	10	15	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	6	4	4	0	0	0	0	0	0	0	0	0	19
Retained Students: Previous Year(s)	4	6	3	6	0	0	0	0	0	0	0	0	0	19

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Bottom 25 Percent
This is not a trend.

Which data component showed the greatest decline from prior year?

ELA Bottom 25 Percent

Which data component had the biggest gap when compared to the state average?

ELA Bottom 25 Percent

Which data component showed the most improvement? Is this a trend?

Science
Yes, this is a trend, Chaires historically performs well in Science.

Describe the actions or changes that led to the improvement in this area.

Departmentalizing and ability grouping 5th Grade Science. 90 minute per day is dedicated to Science in 4th and 5th Grades. Fusion Textbooks were purchased for second through fifth grade.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	57%	57%	56%	60%	57%	52%
ELA Learning Gains	52%	53%	55%	54%	55%	52%
ELA Lowest 25th Percentile	39%	46%	48%	43%	49%	46%
Math Achievement	63%	61%	62%	58%	62%	58%
Math Learning Gains	67%	55%	59%	63%	63%	58%
Math Lowest 25th Percentile	42%	40%	47%	50%	47%	46%
Science Achievement	76%	52%	55%	51%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13 (4)	6 (2)	9 (3)	6 (5)	10 (0)	8 (0)	52 (14)
One or more suspensions	0 (0)	0 (0)	2 (1)	0 (0)	0 (2)	3 (0)	5 (3)
Course failure in ELA or Math	0 (0)	0 (2)	2 (1)	15 (2)	18 (3)	18 (5)	53 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (3)	14 (6)	25 (11)	44 (20)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	61%	-2%	57%	2%
	2017	62%	62%	0%	58%	4%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	41%	58%	-17%	56%	-15%
	2017	64%	59%	5%	56%	8%
Same Grade Comparison		-23%				
Cohort Comparison		-21%				
05	2018	62%	57%	5%	55%	7%
	2017	72%	61%	11%	53%	19%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	64%	-7%	62%	-5%
	2017	55%	60%	-5%	62%	-7%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	57%	62%	-5%	62%	-5%
	2017	72%	64%	8%	64%	8%
Same Grade Comparison		-15%				
Cohort Comparison		2%				
05	2018	68%	58%	10%	61%	7%
	2017	68%	63%	5%	57%	11%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	73%	56%	17%	55%	18%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	40	33	30	37	26	33				
BLK	43	44	35	53	67	45	53				
WHT	62	55	39	68	69	39	82				
FRL	47	48	50	58	58	44	64				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	43	39	23	29	29	27				
BLK	51	53	56	46	51	38	52				
WHT	72	76	68	74	78	75	76				
FRL	52	58	63	57	67	56	60				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA Bottom 25 Percent
Rationale	Students in the bottom 25 percent in 4th and 5th Grade showed the lowest gains in ELA. We are looking to increase learning gains to 60% in the bottom 25 percent.
Intended Outcome	60 percent our of bottom 25 percent in ELA will show learning gains.
Point Person	Michele Prescott (prescottm@leonschools.net)

Action Step

Description	Students in 4th and 5th grade will be ability grouped allowing us to focus our resources on specific needs. 4th and 5th Grade Language Arts teachers will receive coaching in rigor and specific writing strategies.
Person Responsible	Misty Elkins (elkinsm1@leonschools.net)

Plan to Monitor Effectiveness

Description	Students will be monitored monthly using IReady and Wonders Assessments to monitor if a change in Tiers is needed.
Person Responsible	Michele Prescott (prescottm@leonschools.net)

Activity #2

Title	Increase Adequate Growth in Mathematics in the lowest 25th percentile
Rationale	Chaires students showed a significant decrease from prior years in the area of growth in mathematics in the bottom 25th percentile students.
Intended Outcome	60% of our students in the bottom 25th percentile will show adequate progress in the area of Mathematics as determined by the Math FSA.
Point Person	Michele Prescott (prescottm@leonschools.net)

Action Step

Description	4th and 5th grade students are ability grouped for Mathematics which allows for more targeted differentiated instruction. Students are monitored through the progress monitoring process for adequate growth using GO Math Assessments and IReady. Monitoring of progress will indicate wether a students need a change in Tier instruction.
Person Responsible	Nikki Bradley (bradleyyn@leonschools.net)

Plan to Monitor Effectiveness

Description	Students will be monitored monthly in progress monitoring meetings using Iready and Go Math data. Instruction will be adjusted to specific needs of students.
Person Responsible	Nikki Bradley (bradleyyn@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Communicate classroom and school news to parents through monthly newsletters; listserv, invitations to fun, interactive activities at the school, and community share nights.

PFEP Link

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

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.

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 6th, 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.

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 Renaissance program. In addition, students in K-2 are monitored with AIMS Web+ Reading and math data, STAR reading data, and IReady 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.

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

Part V: Budget

Total:

\$7,400.00