



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Chimney Lakes Elementary School

9353 STAPLES MILL DR

Jacksonville, FL 32244

904-573-1100

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 56%
Alternative/ESE Center No	Charter School No	Minority Rate 59%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Chimney Lakes Elementary Schl

Principal

Janet D. Knott

School Advisory Council chair

Julissa Garcia

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Morlene MacGregor	Assistant Principal
Daryl Hill	Assistant Principal
Sheila Handres	Guidance
Sarah Baierl	Reading Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership on SAC consists of 8 members. We are in compliance with the ethnic and the other various requirements. We have a varied membership of both old and new members. Our community persons are from the local McDonalds and the public library. Julissa Garcia is the chairperson.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Members will attend meetings and keep abreast of current issues effecting the school. They will take suggestions from the Principal when asked where allocations of school improvement funds should be spent.

Projected use of school improvement funds, including the amount allocated to each project

The recommendation for projected funds will be used to hire teachers to work 3 hours 2 days a week after school. They will work with level 1 and 2 students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Janet D. Knott

Principal

Years as Administrator: 21

Years at Current School: 7

Credentials

BA in Education ,
Masters in Education Leadership
Certification in School Principal k-12

Performance Record

Principal of Chimney Lakes Elementary
2007- Present
2013: Grade A (Reading Proficiency-62%, Math Proficiency-66%, Writing-59%, Science Prociciency-60%, Reading Learning Gains-68%, Math Learning Gains-73%, Lowest 25% Gains Reading-69%, Lowest 25% Gains Math-69%)
2012: Grade A (Reading Proficiency-59%, Math Proficiency-68%, Writing Proficiency-86%, Science Proficiency-52%,Reading Learning Gains-69%, Math Learning Gains-73%,Lowest 25% Gains Reading-70%, Lowest 25% Gains Math-78%) AYP - Y
2011: Grade A (Reading Proficiency- 80%, Math Proficiency- 86%, Writing Proficiency-76%, Science- 64%, Reading Learning Gains- 72%, Math Learning Gains- 83%, Lowest 25% Gains Reading- 58%, Lowest 25% Gains Math- 90%) AYP-Y
2010: Grade A (Reading Proficiency- 78%, Math Proficiency- 82%, Writing- 92%, Science- 59%, Reading Learning Gains-65%, Math Learning Gains- 78%, Lowest 25% Gains Reading- 55%, Lowest 25% Gains Math- 77%) AYP- N
2009: Grade A (Reading Proficiency- 82%, Math Proficiency-80%, Writing- 88%, Science- 50%, Reading Learning Gains-72%, Math Learning Gains- 87%, Lowest 25% Gains Reading- 63%, Lowest 25% Gains Math- 90%) AYP- Y
2008: Grade A (Reading Proficiency- 80%, Math Proficiency- 66%, Writing- 55%, Science- 48%, Reading Learning Gains-70%, Math Learning Gains- 74%, Lowest 25% Gains Reading- 65%, Lowest 25% Gains Math- 83%) AYP- N
Principal Biltmore Elementary 2004- 2007
2007: Grade C (Reading Proficiency- 52%, Math Proficiency- 51%, Writing- 82%, Science- 41%, Reading Learning Gains-48%, Math Learning Gains- 82%, Lowest 25% Gains Reading- 53%, Lowest 25% Gains Math- 83%) AYP- N
2006: Grade B (Reading Proficiency- 66%,

Math Proficiency- 40%, Writing- 76%,
 Reading Learning Gains- 73%, Math
 Learning Gains- 76%, Lowest 25% Gains
 Reading- 77%) AYP- Provisional
 2005: Grade C (Reading Proficiency- 50%,
 Math Proficiency- 38%, Writing- 81%,
 Reading Learning Gains- 61%, Math
 Learning Gains- 66%, Lowest 25% Gains
 Reading- 60%) AYP- N

Daryl Hill

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Master of Education
 Certification: Educational Leadership

Performance Record

Assistant Principal of Chimney Lakes
 Elementary 2010- Present
 2013: Grade A (Reading Proficiency-62%, Math Proficiency-66%,
 Writing-59%, Science Proficiency-60%, Reading Learning
 Gains-68%, Math Learning Gains-73%, Lowest 25% Gains
 Reading-69%, Lowest 25% Gains Math-69%)
 2012: Grade A (Reading Proficiency-59%,
 Math Proficiency-68%, Writing Proficiency-
 86%, Science Proficiency-52%, Reading
 Learning Gains-69%, Math Learning Gains-
 73%, Lowest 25% Gains Reading-70%,
 Lowest 25% Gains Math-78%) AYP - Y
 2011: Grade A (Reading Proficiency- 80%,
 Math Proficiency- 86%, Writing Proficiency-
 76%, Science- 64%, Reading Learning
 Gains- 72%, Math Learning Gains- 83%,
 Lowest 25% Gains Reading- 58%, Lowest
 25% Gains Math- 90%) AYP-Y
 2010: Grade A (Reading Proficiency- 78%,
 Math Proficiency- 82%, Writing- 92%,
 Science- 59%, Reading Learning Gains-
 65%, Math Learning Gains- 78%, Lowest
 25% Gains Reading- 55%, Lowest 25%
 Gains Math- 77%) AYP- N

Morlene MacGregor

Asst Principal

Years as Administrator: 7

Years at Current School: 24

Credentials

Bachelor of Science - Elementary 1-6
Masters in Educational Leadership K-12

Performance Record

Assistant Principal of Chimney Lakes Elementary 2007 - Present
2013: Grade A (Reading Proficiency-62%, Math Proficiency-66%, Writing-59%, Science Prociency-60%, Reading Learning Gains-68%, Math Learning Gains-73%, Lowest 25% Gains Reading-69%, Lowest 25% Gains Math-69%)
2012: Grade A (Reading Proficiency-59%, Math Proficiency-68%, Writing Proficiency-86%, Science Proficiency-52%,Reading Learning Gains-69%, Math Learning Gains-73%,Lowest 25% Gains Reading-70%, Lowest 25% Gains Math-78%) AYP - Y
2011: Grade A (Reading Proficiency- 80%, Math Proficiency- 86%, Writing Proficiency-76%, Science- 64%, Reading Learning Gains- 72%, Math Learning Gains- 83%, Lowest 25% Gains Reading- 58%, Lowest 25% Gains Math- 90%) AYP-Y
2010: Grade A (Reading Proficiency- 78%, Math Proficiency- 82%, Writing- 92%, Science- 59%, Reading Learning Gains- 65%, Math Learning Gains- 78%, Lowest 25% Gains Reading- 55%, Lowest 25% Gains Math- 77%) AYP- N
2009: Grade A (Reading Proficiency- 82%, Math Proficiency- 80%, Writing- 88%, Science- 50%, Reading Learning Gains- 72%, Math Learning Gains- 87%, Lowest 25% Gains Reading- 63%, Lowest 25% Gains Math- 90%) AYP- Y
2008: Grade A (Reading Proficiency- 80%, Math Proficiency- 66%, Writing- 55%, Science- 48%, Reading Learning Gains- 70%, Math Learning Gains- 74%, Lowest 25% Gains Reading- 65%, Lowest 25% Gains Math- 83%) AYP- N

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sarah Baierl

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelor of Arts in Elementary
 Certified in Elementary K-6
 National Board Certified, Early Middle Child Literacy, ESOL
 Endorsement

Performance Record

Classroom Teachers

of classroom teachers

67

receiving effective rating or higher

67, 100%

Highly Qualified Teachers

96%

certified in-field

67, 100%

ESOL endorsed

42, 63%

reading endorsed

4, 6%

with advanced degrees

21, 31%

National Board Certified

3, 4%

first-year teachers

0, 0%

with 1-5 years of experience

6, 9%

with 6-14 years of experience

31, 46%

with 15 or more years of experience

30, 45%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We have not hired any new teachers for this school year. Professional development is a high priority in the school and the Principal has an open door policy for teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our PDF and Principal matches qualified teachers (veterans) with beginning teachers based on grade levels and subject areas. Group meetings with mentors and various visits to other classroom are scheduled throughout the year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership team reviews overall classroom data to identify the effectiveness of the core instruction across grade levels. Each grade level serves as 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Janet Knott, Principal--responsible for overall monitoring of the Cooperative Problem Solving Teams and monitor grade level data, Daryl Hill, Assistant Principal--assist is monitoring grade level data, Sheila Handres, School Counselor--facilitate Tier 3 meetings with the teachers and parent, a grade-level representative from each grade level--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

The Rtl Leadership team actively utilizes the problem solving process to identify the academic and behavioral needs of the school based analysis of data. 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team is able to monitor the fidelity of the school's MTSS by the teachers' schedules and lesson plans. Teachers are expected to keep intervention documentation and data for individual students in the Tier 2 and/or Tier 3 level. This data is regularly monitored within the CSPT meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources available to access and analyze data is located in Pearson Inform, our data software. The data that is available are: IOWA test results, DAR test results, Curriculum Guide Assessment results, and classroom based assessment results. Data can be pulled from Inform by grade level, class, and individual.

Data on absenteeism, behavior referrals, and suspensions can be obtained in Genesis. Tier 2 and 3 data is collected by each individual teacher according to the interventions being delivered in the classroom.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Grade level facilitators will meet with new grade level members to train and disseminate Rtl information during grade level meetings. Updated professional development may also include early dismissal days and team meetings as needs arise based on research of Rtl best practices and continual data analysis of student work. Rtl learning and building capacity in data-based problem solving may also occur during the following: professional learning communities, classroom observations, collaborative planning, analysis of student work, book study, lesson study, and action research.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Janet Knott	Principal
Sarah Baierl	Reading Coach
Tonya Ahnemiller	KG Teacher
Kelley Ganey	First Grade Teacher
Alicia Pitts	Second Grade Teacher
Christina Griffin	Third Grade Teacher
Priscilla Hardage	Fourth Grade Teacher
Donna Mace	Fifth Grade Teacher

How the school-based LLT functions

The LLT members attend district level training and then meet to debrief on district training. The LLT then decides how they can support the district's reading goals and our school's reading goals based on grade level data. We meet quarterly following district training to debrief and make a plan of action for training staff. LLT provides leadership and support for their grade level members as needed throughout the year.

Major initiatives of the LLT

- 1) common core standards
- 2) the new FCAT 2.0 categories and content focus,
- 3) DAR training and testing
- 4) complexity of text and questioning (using Webb's depth of Knowledge)

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All classrooms will have both fiction and non-fiction texts readily available for students use. In language arts, the classroom teachers will instruct students based on the curriculum and needs of the students in novels and the Basal Alignment Project. In the math and science classroom, text features and non-fiction reading will be monitored through strategic lesson planning.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

KG teachers test all incoming Kindergarten students and based on data both informal and formal, students are grouped. Students may be one on one with the teacher and receive additional instruction based on results of FLKRS.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	62%	No	72%
American Indian				
Asian	83%	84%	Yes	85%
Black/African American	57%	52%	No	61%
Hispanic	73%	59%	No	75%
White	77%	70%	No	79%
English language learners	54%	25%	No	58%
Students with disabilities	50%	35%	No	55%
Economically disadvantaged	61%	54%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	25%	27%
Students scoring at or above Achievement Level 4	219	37%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	68	18%	19%
Students in lowest 25% making learning gains (FCAT 2.0)	69	18%	19%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	13	50%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		38%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	110	59%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	66%	No	77%
American Indian				
Asian	86%	88%	Yes	87%
Black/African American	64%	55%	No	68%
Hispanic	80%	71%	No	82%
White	80%	71%	No	82%
English language learners	73%	69%	No	75%
Students with disabilities	62%	59%	No	66%
Economically disadvantaged	65%	60%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	195	33%	35%
Students scoring at or above Achievement Level 4	219	37%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	73	19%	20%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	69	18%	19%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	32%	37%
Students scoring at or above Achievement Level 4	54	28%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	141	11%	9%
Students retained, pursuant to s. 1008.25, F.S.	38	3%	2%
Students who are not proficient in reading by third grade	16	3%	2%
Students who receive two or more behavior referrals	3	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The school will focus on increasing parent involvement in their child's education and promoting academic success by providing parents with academic resources.

In the 2012-13 school year, two parent activity nights were held at Chimney Lakes. An average of 50 families were represented at the parent activity nights at CLE.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of families that attend parent activity night at CLE	52	1%	5%

Area 10: Additional Targets

Additional targets for the school

The school will focus on monitoring bus attendance on a daily basis to ensure that students get on the correct buses and there is a record of students if there is a question that comes up for any reason, ie accidents, failure to disembark at correct bus stops and inclement weather. In the 2012-13 school year, there were 6 bus incidents where students got on the incorrect buses to go home.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Utilize a system to decrease the incorrect boarding of buses by students	6	1%	0%

Goals Summary

- G1.** Student will increase their reading vocabulary. Targeted AMO Subgroups: Black (61%), Hispanic (75%), SWD (55%), and ED (65%)
- G2.** Students will increase their Number & Operations proficiency. Targeted AMO Subgroups: Black (68%), Hispanic (82%), SWD (66%), and ED (69%).
- G3.** Students will use mechanics correctly in their writing (i.e. grammar, conventions and spelling).
- G4.** Students will increase their knowledge of physical science and earth/space.

Goals Detail

G1. Student will increase their reading vocabulary. Targeted AMO Subgroups: Black (61%), Hispanic (75%), SWD (55%), and ED (65%)

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Intensive reading block
- Reading Coach
- Technology
- Online Computer Programs (FCAT Explorer)
- Houghton Mifflin Vocabulary Leveled Readers
- Common Core Standards

Targeted Barriers to Achieving the Goal

- Low SES impacts students' background knowledge/vocabulary
- Technology access
- Lack of rigor and higher level questioning in the classroom
- Discipline

Plan to Monitor Progress Toward the Goal

Disaggregate Data

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

As Needed

Evidence of Completion:

Classroom Data Notebooks

G2. Students will increase their Number & Operations proficiency. Targeted AMO Subgroups: Black (68%), Hispanic (82%), SWD (66%), and ED (69%).

Targets Supported

Resources Available to Support the Goal

- Envisions Math Series, Math Investigations series, Technology, and Online Computer Programs (Reflex, Gizmos)

Targeted Barriers to Achieving the Goal

- Low SES impacts students' background knowledge/vocabulary
- Lack of math fluency
- Lack of rigor and higher order questioning in the classroom
- Discipline
- Technology access

Plan to Monitor Progress Toward the Goal

Disaggregated Data

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

As Needed

Evidence of Completion:

Data Notebooks

G3. Students will use mechanics correctly in their writing (i.e. grammar, conventions and spelling).

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional books (Melissa Forney)
- Writing Anchor Sets
- District Writing Prompt Results
- School Instructional Coach
- Experienced Classroom Teachers
- Writing Sunshine State Standards and Common Core State Standards

Targeted Barriers to Achieving the Goal

- Lack of Writing Stamina
- Lack of Mechanical Schema

Plan to Monitor Progress Toward the Goal

Disaggregate Data

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

As Needed

Evidence of Completion:

Classroom Data Notebooks

G4. Students will increase their knowledge of physical science and earth/space.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmos, Online Pearson system (www.pearsonsuccessnet.com), Science lab materials, Study Jams, PowerPoints, leveled readers, Bill Nye Science videos, various websites (BBC.co.uk; myscienceonline.com), YouTube videos, ScienceSaurus (Literature connection), My Capstone Library, DCPS elibrary, and Rourke Publishing

Targeted Barriers to Achieving the Goal

- Knowledge is abstract
- Time constraints
- Lack of models

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments, FCAT, and classroom assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing and as needed

Evidence of Completion:

Data Notebooks

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student will increase their reading vocabulary. Targeted AMO Subgroups: Black (61%), Hispanic (75%), SWD (55%), and ED (65%)

G1.B1 Low SES impacts students' background knowledge/vocabulary

G1.B1.S1 Exposure to vocabulary within grade level texts across all subject areas

Action Step 1

Teachers (and students when appropriate) will lead discussions about texts and challenging vocabulary

Person or Persons Responsible

Classroom Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

Action Step 2

Increase the amount of books that students are exposed to during instruction and home learning

Person or Persons Responsible

Classroom Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

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

Classroom Walk-Through, Student Interactive Journal Entries Review and Lesson Plan Review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B1.S1

IOWA Vocabulary Sub-Test Data and Quarterly Curriculum Guide Assessments Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the Year and End of the Year (IOWA) and Quarterly (CGA)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), and Classroom Data Notebook

G1.B1.S2 Interactive activities to increase vocabulary

Action Step 1

Students will complete vocabulary activities within a group of peers

Person or Persons Responsible

Students

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

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

Classroom Walk-Through, Student Interactive Journal Entries Review, and Lesson Plan Review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B1.S2

IOWA Vocabulary Sub-Test Data and Quarterly Curriculum Guide Assessments Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the Year and End of the Year (IOWA) and Quarterly (CGA)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), and Classroom Data Notebook

G1.B1.S3 Environmental print rich classrooms

Action Step 1

Teachers will label (student labeled when appropriate) classroom objects with appropriate vocabulary

Person or Persons Responsible

Classroom Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Classroom Walk-Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B1.S3

IOWA Vocabulary Sub-Test Data and Quarterly Curriculum Guide Assessments Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the Year and End of the Year (IOWA) and Quarterly (CGA)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), and Classroom Data Notebook

G1.B1.S4 Socratic Seminar (collaborative dialogue with open-ended questions about a text)

Action Step 1

Teachers (and students when appropriate) will lead discussions about texts that are developmentally appropriate

Person or Persons Responsible

Classroom Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Classroom Walk-Through, Student Interactive Journal Entries Review, and Lesson Plan Review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B1.S4

IOWA Vocabulary Sub-Test Data and Quarterly Curriculum Guide Assessments Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the Year and End of the Year (IOWA) and Quarterly (CGA)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), and Classroom Data Notebook

G1.B1.S5 Classroom discussions about texts and the world around them

Action Step 1

Teachers (and students when appropriate) will lead discussions about texts and incorporate world events that are developmentally appropriate

Person or Persons Responsible

Classroom Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Classroom Walk-Through, Student Interactive Journal Entries Review, and Lesson Plan Review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B1.S5

IOWA Vocabulary Sub-Test Data and Quarterly Curriculum Guide Assessments Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the Year and End of the Year (IOWA) and Quarterly (CGA)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), and Classroom Data Notebook

G1.B1.S6 Application and Assessment of purposeful vocabulary

Action Step 1

Teachers will create, teach, and assess appropriate vocabulary based on students needs

Person or Persons Responsible

Classroom Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation, Anecdotal Notes, Interactive Journal Entries, and Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Classroom Walk-Through, Student Interactive Journal Entries Review, Lesson Plan Review, and Classroom Assessment Scores

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B1.S6

IOWA Vocabulary Sub-Test Data and Quarterly Curriculum Guide Assessments Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the Year and End of the Year (IOWA) and Quarterly (CGA)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), and Classroom Data Notebook

G1.B2 Technology access

G1.B2.S1 Access to technology

Action Step 1

Utilize classroom computers and laptop carts on a rotational basis to give students computer access to FCAT Explorer.

Person or Persons Responsible

Students

Target Dates or Schedule

Weekly

Evidence of Completion

Class status printouts

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

Classroom Walk-Through

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B2.S1

Class Status Reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Collaborative Assessment System for Teachers (C.A.S.T.) and Classroom Data Notebook

G1.B3 Lack of rigor and higher level questioning in the classroom

G1.B3.S1 Implement use of essential questions based on Common Core Standards

Action Step 1

Essential questions will be posted on the Common Board Configuration and discussed with students prior to lesson and at the conclusion of the lesson

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Common Board Configuration and Lesson Plan

Facilitator:

District Staff

Participants:

Chimney Lakes faculty

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Common Board Configuration and Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B3.S1

Curriculum Guide Assessments Data and Classroom Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly and Monthly

Evidence of Completion

Classroom Data Notebook

G1.B3.S2 Embed higher level questions into lesson plans and day to day instruction

Action Step 1

Develop higher level questions that corresponds to the curriculum

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Student Interactive Journals

Facilitator:

District Staff

Participants:

Chimney Lakes Faculty

Action Step 2

Common Planning Time

Person or Persons Responsible

Grade Level Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Student Interactive Journals

Facilitator:

School Coach

Participants:

Chimney Lakes Faculty

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Classroom Walk-Through and Lesson Plan Review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms and Lesson Plan Check

Plan to Monitor Effectiveness of G1.B3.S2

Curriculum Guide Assessments, Basal Alignment Project, Novel Studies, and Classroom Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly and Monthly

Evidence of Completion

Collaborative Assessment System for Teachers (C.A.S.T.) and Classroom Data Notebook

G1.B3.S3 Implement enrichment groups to include students achieving above proficiently

Action Step 1

Gather Data

Person or Persons Responsible

Teachers

Target Dates or Schedule

As Needed

Evidence of Completion

Student Profile Sheets

Action Step 2

Organize students by proficiency levels

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Student Grouping Sheets

Action Step 3

Gather enrichment materials

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Classroom Walk-Through and Lesson Plan Review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classrooms

Plan to Monitor Effectiveness of G1.B3.S3

Curriculum Guide Assessment, Basal Alignment Project, Novel Studies, and Florida Comprehensive Assessment Test (F.C.A.T.)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Quarterly, Monthly, End of the Year

Evidence of Completion

Collaborative Assessment System for Teachers (C.A.S.T.) and Classroom Data Notebook

G1.B4 Discipline

G1.B4.S1 Minimize transition times when changing through specialized teams

Action Step 1

Adhere to established schedule

Person or Persons Responsible

Departmentalized Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Minimal transition time

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Lesson Plan completion

Person or Persons Responsible

Departmentalized Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plan Reflection

Plan to Monitor Effectiveness of G1.B4.S1

Lesson Plan completion

Person or Persons Responsible

Departmentalized Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plan Reflection

G1.B4.S2 Maximum instructional time through school-wide and district time frames

Action Step 1

Develop engaging and rigorous lesson plans

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Action Step 2

Utilize a clock to maintain instructional flow

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plan Reflection and Classroom Observation

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Classroom Walk-Through and Lesson Plan Review

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classroom and Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S2

Quarterly Curriculum Guide Assessments and F.C.A.T. 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Data Notebooks

G1.B4.S3 Continue the implementation of Cheetah Bucks to rewards positive behavior

Action Step 1

Award Cheetah Bucks to students/classroom for positive behavior

Person or Persons Responsible

Chimney Lakes Staff, Administration, Resource Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Cheetah Bucks display within classrooms

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Classroom Teachers turn in the Cheetah Bucks that the class earned for positive behaviors

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of G1.B4.S3

Decrease Student Referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Referral Report

G1.B4.S4 Continue the implementation of Foundations/CHAMPS

Action Step 1

Instruct students in what each letter represents and specific student expectations for behavior

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Action Step 2

Utilize Foundations/CHAMPS within Lessons consistently

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.S4

Classroom Walk-Through and CHAMPS displayed within the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of Classroom

Plan to Monitor Effectiveness of G1.B4.S4

Decrease in Student Referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Referral Report

G2. Students will increase their Number & Operations proficiency. Targeted AMO Subgroups: Black (68%), Hispanic (82%), SWD (66%), and ED (69%).

G2.B1 Low SES impacts students' background knowledge/vocabulary

G2.B1.S1 Maintain and improve math strategies learned in in-service trainings and professional learning communities.

Action Step 1

Teachers and students will utilize Interactive math journals to document new strategies

Person or Persons Responsible

Classroom teachers and students

Target Dates or Schedule

Daily

Evidence of Completion

Interactive math journals

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

Classroom walk-through, one-on-one conferencing, interactive math journal review

Person or Persons Responsible

Administration and Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation log, conference notes, and journal review

Plan to Monitor Effectiveness of G2.B1.S1

enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Curriculum Guide Assessments, Classroom profile sheets

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), Classroom Data Notebooks

G2.B1.S2 Continue to incorporate math instruction through the CLE news and our magnet theme.

Action Step 1

CLE news will broadcast math equations geared for the appropriate grade levels and have students call in the answers.

Person or Persons Responsible

Classroom teachers and CLE news crew

Target Dates or Schedule

Daily

Evidence of Completion

Daily news broadcast

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

CLE news broadcast viewing

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G2.B1.S2

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administration & Classroom Teachers

Target Dates or Schedule

Ongoing and as needed

Evidence of Completion

Data Notebooks

G2.B2 Lack of math fluency

G2.B2.S1 Exposure to math facts

Action Step 1

Math flash cards practice, standard algorithm instruction, peer practice, and Reflex Math participation.

Person or Persons Responsible

Classroom teachers and students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

Facilitator:

District Math Coaches

Participants:

Classroom Teachers

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

Classroom Walk-through, Classroom observations, and Peer collaboration

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Administrative Observation Log

Plan to Monitor Effectiveness of G2.B2.S1

Curriculum Guide Assessments, iReady (pre/post assessments), Anecdotal notes, and Classroom Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Curriculum Guide Assessments (as directed), iReady (Beginning of the year-baseline and End of the year-summative), and classroom assessments (as needed)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), Classroom Data Notebooks

G2.B2.S2 Interactive activities to increase math fact fluency

Action Step 1

Students will complete content specific vocabulary activities within a group of peers

Person or Persons Responsible

Students

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

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

Classroom Walk-Through, Student Interactive Journal Entries Review and Lesson Plan Review

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observation log and Classroom Data Notebooks

Plan to Monitor Effectiveness of G2.B2.S2

Curriculum Guide Assessments, iReady, classroom assessments, and Envisions math curriculum assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the Year and End of the Year (iReady), Quarterly (CGA), and as needed (classroom and Envisions)

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), Classroom Data Notebooks

G2.B2.S3 Increase use of computer programs, i.e. Reflex Math

Action Step 1

Utilize the computer program Reflex Math

Person or Persons Responsible

Students

Target Dates or Schedule

Weekly

Evidence of Completion

Reports printed from the Reflex math program

Facilitator:

District Math Coaches

Participants:

Chimney Lakes faculty and staff

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Data Notebooks and Reflex math class status reports

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Class Status printouts, student reports, learning gains certificates

Plan to Monitor Effectiveness of G2.B2.S3

Curriculum Guide Assessments, classroom assessments, and Envisions Math curriculum assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observation, Collaborative Assessment System for Teachers (C.A.S.T.), Classroom Data Notebooks

G2.B2.S4 Application and assessment of math facts

Action Step 1

Teachers will teach and assess students the basic math facts in addition, subtraction, multiplication, & division that are appropriate to their grade level.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and math fact assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Classroom Observation, lesson plan review, & math fact monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G2.B2.S4

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administration & classroom teachers

Target Dates or Schedule

Ongoing and as needed

Evidence of Completion

Data Notebooks

G2.B3 Lack of rigor and higher order questioning in the classroom

G2.B3.S1 Implement use of essential questions.

Action Step 1

Essential Questions will be posted on the Common Board Configuration and discussed with students prior to the lesson and at the conclusion of the lesson.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Common Board Configuration (CBC) and lesson plans

Facilitator:

District Staff

Participants:

Chimney Lakes Faculty

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

Common Board Configuration and lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of classrooms

Plan to Monitor Effectiveness of G2.B3.S1

Curriculum Guide Assessments and classroom data

Person or Persons Responsible

Administration

Target Dates or Schedule

Curriculum Guide Assessments (Quarterly) and classroom data (Monthly)

Evidence of Completion

Data Notebook

G2.B3.S2 Embed higher order questions in lesson plans and day to day instruction.

Action Step 1

Develop higher order questions that correspond to curriculum.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and Interactive Journals

Facilitator:

District Staff

Participants:

Chimney Lakes Faculty

Action Step 2

Common Planning Time

Person or Persons Responsible

Grade level classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and Interactive journals

Facilitator:

School Coach

Participants:

Chimney Lakes Faculty

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Classroom walk-through and lesson plan review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observations of classroom and lesson plans

Plan to Monitor Effectiveness of G2.B3.S2

Curriculum Guide Assessments, classroom assessments, enVision Assessments, Investigation Unit Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly and monthly

Evidence of Completion

Data Notebooks and Collaborative Assessment System for Teachers (C.A.S.T.)

G2.B3.S3 Implement enrichment groups to include students achieving above level proficiency.

Action Step 1

Gather Data

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

As Needed

Evidence of Completion

Student Profile sheets

Action Step 2

Organize students by proficiency levels

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

As Needed

Evidence of Completion

Student Grouping Sheets

Action Step 3

Gather enrichment materials

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Classroom walk-through and lesson plan review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation of classrooms

Plan to Monitor Effectiveness of G2.B3.S3

Curriculum Guide Assessments, enVisions assessments, Investigation Unit Assessments, and FCAT 2.0

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule

Monthly, Quarterly, and End of the Year

Evidence of Completion

Collaborative Assessment System for Teachers (C.A.S.T.) and Classroom Data Notebooks

G2.B4 Discipline

G2.B4.S1 Minimize transition times among specialization teams when changing classes

Action Step 1

Adhere to established schedule

Person or Persons Responsible

Departmentalized Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Minimal transition time

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Lesson plan completion

Person or Persons Responsible

Departmentalized Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plan reflection

Plan to Monitor Effectiveness of G2.B4.S1

Lesson Plan Completion

Person or Persons Responsible

Departmentalized Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plan Reflection

G2.B4.S2 Maximize instructional time through school-wide and district time frames

Action Step 1

Utilize clock to maintain instructional flow.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans reflection and classroom observation

Action Step 2

Develop engaging and rigorous lesson plans.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans reflection

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Classroom walk-through and lesson plan review

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation of classroom and lesson plans

Plan to Monitor Effectiveness of G2.B4.S2

Curriculum Guide Assessments, FCAT 2.0, and classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Data Notebooks

G2.B4.S3 Continue implementation of awarding "Cheetah Bucks" for positive behaviors

Action Step 1

Award "Cheetah Bucks" to students/classrooms for positive behaviors

Person or Persons Responsible

Resource Teachers, Administration, and Chimney Lakes Staff

Target Dates or Schedule

Daily

Evidence of Completion

Cheetah Bucks display within the classroom

Plan to Monitor Fidelity of Implementation of G2.B4.S3

Classroom teachers turn in "Cheetah Bucks" the class earned for positive behaviors.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of G2.B4.S3

Decrease in student referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Referral report

G2.B4.S4 Continue implementation of Foundations/CHAMPs

Action Step 1

Instruct students on what each letter represents and specific student expectations.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Action Step 2

Utilize Foundations/CHAMPS within lessons consistently

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S4

Classroom walk-through and CHAMPS displayed within the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G2.B4.S4

Decrease in student referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Referral report

G2.B5 Technology access

G2.B5.S1 Access to technology

Action Step 1

Computer access to Reflex math by utilizing classroom computers and laptop carts on a rotational basis.

Person or Persons Responsible

Students

Target Dates or Schedule

Weekly

Evidence of Completion

Class status printout

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Classroom walk-through

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G2.B5.S1

Class status reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data Notebooks and Collaborative Assessment System for Teachers (C.A.S.T.)

G3. Students will use mechanics correctly in their writing (i.e. grammar, conventions and spelling).

G3.B1 Lack of Writing Stamina

G3.B1.S1 Timed writing

Action Step 1

Students will increase their independent writing time on a daily basis

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation

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

Classroom walk-through

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation Log

Plan to Monitor Effectiveness of G3.B1.S1

Writing Interactive Journals

Person or Persons Responsible

Classroom Teachers and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

CAST

G3.B2 Lack of Mechanical Schema

G3.B2.S1 Prepare rigorous and engaging conventions lessons

Action Step 1

Research and collaborate convention skills

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, writing journal and data notebook

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

Classroom observation, writing journal, lesson plan

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G3.B2.S1

FCAT, Curriculum Guide Assessments and Classroom Assessments

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

Ongoing and as needed

Evidence of Completion

Observation log

G4. Students will increase their knowledge of physical science and earth/space.

G4.B1 Knowledge is abstract

G4.B1.S1 Video presentations

Action Step 1

Research necessary talking points, access and preview appropriate videos, discuss and present videos with appropriate learning guide.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science Journals & lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom observations and Journal/lesson plan review

Person or Persons Responsible

Administrator

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G4.B1.S1

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administrators & Classroom Teachers

Target Dates or Schedule

Ongoing and as needed

Evidence of Completion

Data Notebooks

G4.B1.S2 Everyday materials to represent the knowledge needed

Action Step 1

Research necessary talking points, access and preview appropriate materials, discuss and present materials with appropriate learning guide.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science journals & Lesson plans

Facilitator:

District Science Coach

Participants:

Chimney Lakes Faculty

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Classroom Observation, Science Journals, & Lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G4.B1.S2

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administrators and classroom teachers

Target Dates or Schedule

Ongoing and as needed

Evidence of Completion

Data Notebook

G4.B2 Time constraints

G4.B2.S1 Create a vertical K-5 plan to ensure that Science is comprehensively taught.

Action Step 1

Create a vertical articulation team K-5, meet & discuss resources, teaching strategies, & challenges/celebrations

Person or Persons Responsible

K-5 classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting notes, data notebooks, science journals, lesson plans

Facilitator:

District Science Coach

Participants:

Chimney Lakes Faculty

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Classroom observation, Lesson plan & Data notebook review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G4.B2.S1

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administration & classroom teachers

Target Dates or Schedule

Ongoing & as needed

Evidence of Completion

Data notebooks

G4.B2.S2 Purposeful/engaging lessons

Action Step 1

Research standards, align resources and materials to the standard, Instruct, and collaborate with colleagues

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Classroom observations, lesson plans & journal review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G4.B2.S2

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administration & classroom teachers

Target Dates or Schedule

ongoing and as needed

Evidence of Completion

Data notebooks

G4.B3 Lack of models

G4.B3.S1 Create models using everyday materials

Action Step 1

Obtain materials

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

model creation

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Classroom observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Model creation, observation log

Plan to Monitor Effectiveness of G4.B3.S1

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administration & Classroom teachers

Target Dates or Schedule

Ongoing & as needed

Evidence of Completion

Data Notebooks

G4.B3.S2 Obtain model donations

Action Step 1

Seek model donations from community

Person or Persons Responsible

Administration & Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Donation letters & materials donated

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Classroom observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Models created; observation log

Plan to Monitor Effectiveness of G4.B3.S2

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administration & Classroom teachers

Target Dates or Schedule

Ongoing & as needed

Evidence of Completion

Data Notebook

G4.B3.S3 Hands-on activities

Action Step 1

Access & create purposeful activities, utilize created activities

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Hands-on activities, lesson plans

Facilitator:

District Science Coach

Participants:

Chimney Lakes Faculty

Plan to Monitor Fidelity of Implementation of G4.B3.S3

Classroom observation, lesson plan review

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G4.B3.S3

Curriculum Guide Assessments, FCAT, Classroom assessments

Person or Persons Responsible

Administration & Classroom teachers

Target Dates or Schedule

Ongoing & As needed

Evidence of Completion

Data Notebooks

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Student will increase their reading vocabulary. Targeted AMO Subgroups: Black (61%), Hispanic (75%), SWD (55%), and ED (65%)

G1.B3 Lack of rigor and higher level questioning in the classroom

G1.B3.S1 Implement use of essential questions based on Common Core Standards

PD Opportunity 1

Essential questions will be posted on the Common Board Configuration and discussed with students prior to lesson and at the conclusion of the lesson

Facilitator

District Staff

Participants

Chimney Lakes faculty

Target Dates or Schedule

Daily

Evidence of Completion

Common Board Configuration and Lesson Plan

G1.B3.S2 Embed higher level questions into lesson plans and day to day instruction

PD Opportunity 1

Develop higher level questions that corresponds to the curriculum

Facilitator

District Staff

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Student Interactive Journals

PD Opportunity 2

Common Planning Time

Facilitator

School Coach

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Student Interactive Journals

G2. Students will increase their Number & Operations proficiency. Targeted AMO Subgroups: Black (68%), Hispanic (82%), SWD (66%), and ED (69%).

G2.B2 Lack of math fluency

G2.B2.S1 Exposure to math facts

PD Opportunity 1

Math flash cards practice, standard algorithm instruction, peer practice, and Reflex Math participation.

Facilitator

District Math Coaches

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Observation, Anecdotal Notes, and Interactive Journal Entries

G2.B2.S3 Increase use of computer programs, i.e. Reflex Math

PD Opportunity 1

Utilize the computer program Reflex Math

Facilitator

District Math Coaches

Participants

Chimney Lakes faculty and staff

Target Dates or Schedule

Weekly

Evidence of Completion

Reports printed from the Reflex math program

G2.B3 Lack of rigor and higher order questioning in the classroom

G2.B3.S1 Implement use of essential questions.

PD Opportunity 1

Essential Questions will be posted on the Common Board Configuration and discussed with students prior to the lesson and at the conclusion of the lesson.

Facilitator

District Staff

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Daily

Evidence of Completion

Common Board Configuration (CBC) and lesson plans

G2.B3.S2 Embed higher order questions in lesson plans and day to day instruction.

PD Opportunity 1

Develop higher order questions that correspond to curriculum.

Facilitator

District Staff

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and Interactive Journals

PD Opportunity 2

Common Planning Time

Facilitator

School Coach

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and Interactive journals

G4. Students will increase their knowledge of physical science and earth/space.

G4.B1 Knowledge is abstract

G4.B1.S2 Everyday materials to represent the knowledge needed

PD Opportunity 1

Research necessary talking points, access and preview appropriate materials, discuss and present materials with appropriate learning guide.

Facilitator

District Science Coach

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Weekly

Evidence of Completion

Science journals & Lesson plans

G4.B2 Time constraints

G4.B2.S1 Create a vertical K-5 plan to ensure that Science is comprehensively taught.

PD Opportunity 1

Create a vertical articulation team K-5, meet & discuss resources, teaching strategies, & challenges/celebrations

Facilitator

District Science Coach

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting notes, data notebooks, science journals, lesson plans

G4.B3 Lack of models

G4.B3.S3 Hands-on activities

PD Opportunity 1

Access & create purposeful activities, utilize created activities

Facilitator

District Science Coach

Participants

Chimney Lakes Faculty

Target Dates or Schedule

Daily

Evidence of Completion

Hands-on activities, lesson plans

Appendix 2: Budget to Support School Improvement Goals