

Duval County Public Schools

# Chimney Lakes Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Chimney Lakes Elementary School

9353 STAPLES MILL DR, Jacksonville, FL 32244

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

## Demographics

**Principal: Marianne Lee**

Start Date for this Principal: 6/23/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	85%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: B (61%) 2016-17: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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# Chimney Lakes Elementary School

9353 STAPLES MILL DR, Jacksonville, FL 32244

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	87%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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<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.**

The mission of Chimney Lakes Elementary School is to enrich and broaden students' awareness of other cultures, which will prepare them to become college and career ready through valuable learning experiences.

#### **Provide the school's vision statement.**

Chimney Lakes Elementary is a professional team committed to providing children the opportunity to develop a continual love of learning through a secure and encouraging atmosphere in which daily success is met, diversity is appreciated, and discovery allows for student involvement and achievement.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Gilley, Bill	Principal	<ol style="list-style-type: none"> <li>1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives.</li> <li>2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations.</li> <li>3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement.</li> <li>4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs.</li> <li>5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.</li> <li>6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs).</li> <li>7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success.</li> <li>8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.</li> <li>9. Performs other duties as assigned.</li> </ol>
Seibert, Kimberly	Assistant Principal	<ul style="list-style-type: none"> <li>• Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans</li> <li>• Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Audit Box</li> <li>• Participate in the planning of the SIP – Monitor the implementation of the plan</li> <li>• Collaborate with staff to create the Master Schedules (classroom &amp; resource)</li> <li>• Handle constituent concerns and complete the weekly Parent Comm. Letter for submission to the principal</li> <li>• Prepare the Morn/After Duty schedules – oversee the implementation</li> <li>• Create and maintain the school's Master Calendar</li> <li>• Schedule and conduct safety drills</li> <li>• Manage quarterly awards – orders, teacher folders, program set-up</li> </ul>
Embry, Sylvia	Assistant Principal	<ul style="list-style-type: none"> <li>• Serve as the principal's designee</li> <li>• Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc...</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Oversee Discipline (handle issues, process referrals, etc..)</li> <li>• Conduct formal and informal CAST Evaluations (see CAST calendar)</li> <li>• Conduct daily Walkthroughs and provided specific feedback to faculty and staff</li> <li>• Conduct quarterly Data Chats with teachers</li> <li>• Disaggregate and analyze school-wide data – determine next steps in instruction, provide specific feedback to stakeholders, maintain the school’s data notebook and update data boards</li> <li>• Prepare data reports for faculty meetings, common planning, and professional development sessions</li> <li>• Actively participate in and facilitate professional development with staff during common planning and ERD sessions</li> <li>• Participate in monthly coaching meetings for reading and math</li> <li>• Oversee discipline and adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with disciplinary actions</li> <li>• Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans</li> <li>• Serve as the Testing Coordinator – receive and prepare materials for testing (district &amp; state)</li> </ul>

**Demographic Information**

**Principal start date**

Sunday 6/23/2019, Marianne Lee

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Total number of teacher positions allocated to the school**

88

**Total number of students enrolled at the school**

944

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	162	130	148	153	149	165	0	0	0	0	0	0	0	907
Attendance below 90 percent	38	38	30	46	33	60	0	0	0	0	0	0	0	245
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	25	41	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	35	40	0	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	0	24	50	43	30	73	0	0	0	0	0	0	0	220

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	12	8	8	5	9	0	0	0	0	0	0	0	42

**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	1	4	6	15	11	19	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Thursday 9/9/2021

**2020-21 - 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	
Number of students enrolled	125	178	165	164	188	155	0	0	0	0	0	0	0	975
Attendance below 90 percent	1	48	23	25	33	28	0	0	0	0	0	0	0	158
One or more suspensions	0	0	3	0	5	4	0	0	0	0	0	0	0	12
Course failure in ELA	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	8	9	0	2	4	0	0	0	0	0	0	0	24

**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	1	8	2	0	14	3	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - 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	
Number of students enrolled	125	178	165	164	188	155	0	0	0	0	0	0	0	975
Attendance below 90 percent	1	48	23	25	33	28	0	0	0	0	0	0	0	158
One or more suspensions	0	0	3	0	5	4	0	0	0	0	0	0	0	12
Course failure in ELA	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	8	9	0	2	4	0	0	0	0	0	0	0	24

**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	1	8	2	0	14	3	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	50%	57%	63%	50%	56%
ELA Learning Gains				61%	56%	58%	59%	51%	55%
ELA Lowest 25th Percentile				62%	50%	53%	54%	46%	48%
Math Achievement				72%	62%	63%	71%	61%	62%
Math Learning Gains				67%	63%	62%	63%	59%	59%
Math Lowest 25th Percentile				56%	52%	51%	48%	48%	47%
Science Achievement				53%	48%	53%	70%	55%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	60%	51%	9%	58%	2%
Cohort Comparison						
04	2021					
	2019	68%	52%	16%	58%	10%
Cohort Comparison		-60%				
05	2021					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	61%	-1%	62%	-2%
Cohort Comparison						
04	2021					
	2019	84%	64%	20%	64%	20%
Cohort Comparison		-60%				
05	2021					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	49%	1%	53%	-3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Grades 1-2: Progress Monitoring tools used for Math and Reading were iReady and Reading Mastery.  
 Grades 3-5: Progress Monitoring tools used for Math were Freckle, District PMAs, and Mastery Checks.  
 Grades 3-5: Progress Monitoring tools used for Reading were Freckle, Achieve, District PMAs, and Mastery Checks.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	41	52	50	46	54	47	32				
ELL	37			30							
ASN	71			64							
BLK	46	37	32	53	47	50	22				
HSP	57	48		53	62		43				
MUL	69			74							
WHT	67	58		68	76		68				
FRL	49	49	39	53	63	71	38				
2019 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 2017-18	C & C Accel 2017-18
SWD	32	52	58	39	57	43	25				
ELL	48	94	91	52	69						



2019 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 2017-18	C & C Accel 2017-18
ASN	82			91							
BLK	49	60	64	60	62	51	34				
HSP	60	71	80	74	69	71	64				
MUL	72	72		86	63		71				
WHT	72	53	39	80	72	60	65				
FRL	56	61	64	63	64	53	46				
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	31	49	47	43	51	42	48				
ELL	22	67	55	67	47						
ASN	83			92							
BLK	55	60	50	59	57	39	59				
HSP	53	58	56	72	62	53	65				
MUL	68	63		75	70						
WHT	73	58	67	82	66	63	84				
FRL	58	58	54	66	60	45	64				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Waiting on 2021 state assessment data

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Chimney Lakes Elementary dropped by 17% points from 2018 to 2019 in Science proficiency. Only 53% of the students showed proficiency on the state assessment.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the 2021 school year, we realigned our teacher assignments to place more experienced teachers in fifth grade. Teachers met every Monday for PLC to align instruction. Teachers also visited a model teacher and classroom.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area most improved was LPQ Reading and Math with an 8% point growth. Reading increased from 54% to 62% and Math increased from 48% to 56%.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Teacher met consistently every week to focus on planning quality instruction driven by data. Also, the reading interventionist pull targeted LPQ students. Teachers analyzed data to drive their differentiated instruction for small group.

#### What strategies will need to be implemented in order to accelerate learning?

Administration made several changes within the staff with more experienced teachers. Allow teachers to study the standards and delivered effective instruction around the standards. Use data to make adjustments in instruction to meet the needs of the students. Also, Math and Reading Interventionists along with paraprofessional will be used to pull targeted groups of LPQ students. The Media Specialist will also push in to classroom to help support the reading program. Media Specialist will also oversee the purchasing of technology (doc camera, projectors) used to enhance the new Benchmark curriculum.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers and Leaders will continue PLC work on aligned standards and instruction. Primary teachers will also attend training on the new state standards and implementing the new Benchmark curriculum, There will be several parent nights offered that the Parent Liaison will coordinate to increase parent support and their capacity to assist with all academic initiatives.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Schoolwide implementation of Rituals and Routines that will assist with behavior management systems. There will also be an Standards Coach to assist teachers in implementing standards aligned instruction by modeling lessons and developing assessments to target students' needs through PLCs. A Media Specialist will assist in increasing the level of planning and preparation using data analysis with the STEM program to increase Science scores.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Instruction will match the depth, breath, and scope of the grade level standards to ensure that students can show proficiency at grade level. Based on our Standard Walks we found that teachers struggled with creating lessons that aligned student task to the rigor of the grade level standards. While some lessons fell on the standard arc, most standards were not taught to mastery. There is a disconnect between what is observed and what is perceived based on comparing the data from the Standard Walk Through Dashboard and the result from the 5 Essential Survey.

**Measurable Outcome:** At Chimney Lakes the Standard Aligned tasks will increase by 100% from 0.7 to 1.4 on the Student Task Alignment Dial on the Standards Walk Through Dashboard.

**Monitoring:** Chimney Lakes teachers will collaboratively plan during PLC's to create learning plans and learning arc of a standard ensuring that standards are taught so that students can show mastery. Teachers will develop exit ticket and assessments that determine mastery of the lessons/standards taught. Teachers will be provided supplies, through Title One funding, in order to create charts, handouts, and print outs to bring the planning to life within the classroom.

**Person responsible for monitoring outcome:** Bill Gilley (gilleyb@duvalschools.org)

**Evidence-based Strategy:** Chimney Lakes teachers will collaboratively plan during PLC's to create learning plans and learning arc of a standard ensuring that standards are taught so that students can show mastery. Teachers will develop exit ticket and assessments that determine mastery of the lessons/standards taught. Teachers will be provided supplies, through Title One funding, in order to create charts, handouts, and print outs to bring the planning to life within the classroom.

**Rationale for Evidence-based Strategy:** Chimney Lakes used the Standards Walk Through Rubric and Standards Walk Through Dashboard to collect data based on standards based instruction during the 2020-2021 school year. The school data will be shared with teachers during PLC and faculty meetings in order to drive our work during our PLC's.

**Action Steps to Implement**

Create a master schedule that ensures a dedicated PLC time for each grade level and department.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

Train teachers on how to create a Learning Arc based on specific standards. Provide differentiated professional development for teachers.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

Schedule paraprofessionals, reading interventionists, and math interventions for grade levels to support implementation on lessons that are on the learning arc.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

Administration will be trained by district level support staff in order to train teachers on the standards-based learning arcs. This includes monthly Principal PLC's and visits with partner school. Along with weekly meetings with Chimney Lakes administrative team in order to calibrate and discuss next steps.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

Chimney Lakes will create a tier system using the standard arcs developed to show where on the continuum a lessons falls. (Example: Tier one - beginning/introduction Tier Two- specific pieces of the standard Tier Three- Completion of standard/ending assessment). Teachers will post what tier the lesson is at beside the posted standard.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

Administration will conduct frequent walk throughs using the Standards Walk Through tool to monitor our progress.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Instruction will target areas of student deficiency using data to ensure that students show growth. According to administration observations, both formal and informal, it was observed that teachers struggled with using to data to design and provide lessons that meet student needs.

**Measurable Outcome:** During observations, both informal and formal, administration will see an increase in the percent of lessons delivered that use data to differentiate instruction. By doing this, the percentage of students who show growth on the ELA FSA should increase.

**Monitoring:** Reading proficiency will be monitored through quarterly PMA assessments and Mastery Checks to determine if students are on track toward mastering the standards. Classroom observations will be conducted to determine if lessons align with the standards and assessments provide an equivalent FSA experience.

**Person responsible for monitoring outcome:** Bill Gilley (gilleyb@duvalschools.org)

**Evidence-based Strategy:** Chimney Lakes will continue to conduct Walk to Read Reading Mastery for students in grades K-2. In grades 3-5, Chimney Lakes will use LLI in small group instruction. Both programs will address student deficits by using initial placement and monitoring data to target instruction. Paraprofessionals, two reading interventionists, and a part-time Reading Tutor will assist with the implementation of these programs. Additionally, Chimney Lakes will train our media specialist to assist with supporting remediation of student comprehension skills. A Parent Liasion will be funded to help communicate with parents about how they can be supportive of our standards based educational approach.

**Rationale for Evidence-based Strategy:** Reading Mastery and LLI are both programs with a wide base of research that use testing and dat to place and monitor students so that individualized instruction can be delivered. Additionally, Reading Mastery and LLI are district approved and provided.

**Action Steps to Implement**

1. Train teachers, paraprofessionals, and interventionists in all grades on how to use the invervention programs.
2. Administration will monitor and train teachers on the implementation of programs.
3. Master-schedule will have Walk to Read embedded.
4. Teachers will receive TDE for training as needed throughout the year.
5. Paraprofessionals wil push into classrooms to work with students on deficient skills at each grade level.
6. Teachers will use a variety of methods including using technology such as computers and document cameras (replacement cameras will be provided to teachers who need them through Title One funding).
7. Parent Liaison will work with parents through schedulded parent nights with stratigies they can use to help support the work that is taking place in the classroom.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

**#3. Other specifically relating to Collaborative Practices**

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	According to the 5 Essential Survey, Chimney Lakes Elementary measured very weak in Collective Responsibility, Collaborative Practices, and Teacher-Teacher Trust. Also, the school measured weak in School Commitment by faculty members.
<b>Measurable Outcome:</b>	Through modeling and facilitating collaborative practices such as focused visits and walks and a continued focus on quality professional learning communities and administration will structure time to allow for teacher-led professional development. Chimney Lakes Elementary aims to raise our mScore in the area of Collaborative Teachers to a 40.
<b>Monitoring:</b>	The administration team will monitor the status of collaborative practices through the administration of quarterly surveys using Microsoft forms.
<b>Person responsible for monitoring outcome:</b>	Bill Gilley (gilleyb@duvalschools.org)
<b>Evidence-based Strategy:</b>	The team will ensure there is time in the master schedule and during early dismissals to provide opportunities for quality professional learning communities so that school leadership can model behaviors that foster collaboration. Additionally, this structure will allow for the inclusion of teacher-led professional development.
<b>Rationale for Evidence-based Strategy:</b>	Research on teacher collaborative practices has shown that the inclusion of quality effective professional learning communities can improve school culture and student achievement.

**Action Steps to Implement**

- 1) Master schedule will be created to allow for professional learning communities and common planning.
- 2) Teachers will be surveyed regarding their professional development needs.
- 3) Administration will partner with teacher leaders to develop and deliver high quality professional learning and collaboration opportunities.
- 4) Administration will develop and deliver surveys to measure progress on the areas of collaborative practice surveyed in the 5 Essential Surveys.
- 5) The leadership team will meet to analyze the survey data and address any deficits or gaps.
6. Teachers will use a variety of methods including using technology such as computers and document cameras (replacement cameras will be provided to teachers who need them through Title One funding).
7. Parent Liaison will work with parents through scheduled parent nights with strategies they can use to help support the work that is taking place in the classroom.

**Person Responsible** Bill Gilley (gilleyb@duvalschools.org)

**Additional Schoolwide Improvement Priorities**



Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Chimney Lakes was rated very high overall by the SafeSchoolsforAlex.org database for the 2019-2020 school year. The primary concern is violent incidents which were at a rate 1.32 per 100 students or 14 incidents per 1,064 students. Through PBIS meetings, Chimney Lakes Elementary will monitor occurrences in this incident category and will analyze the data to determine action steps to be taken. Schoolwide rituals and routines will be implemented during the 2021-2022 school year and their effectiveness will be monitored. Additionally, teachers are taking the Youth Mental Health Crisis course and Chimney Lakes will still offer referrals for students to have full service counseling (available three days per week).**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

Implementing PBIS strategies such as Schoolwide Ritual and Routines for Common Areas will decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. Celebrate student and teacher success based on performance with a quarterly award incentive. creating opportunities for teachers to strengthen their collaborative practices.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school has added a parent liaison position to help with assisting the school with meeting the needs of all our parents. She will be responsible for parent nights based on those needs. The parent liaison will work along side of the PTA to promote parental involvement. School Advisory Council meetings will be held at two different times in order to give stakeholders a choice. We believe this will increase parent involvement.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Other: Collaborative Practices	\$0.00
<b>Total:</b>			<b>\$342,252.00</b>