Chimney Lakes Elementary School

2022-23 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: 7/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: C (48%) 2018-19: A (62%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lee, Marianne	Principal	. 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. 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. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 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. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 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). 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. 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. 9. Performs other duties as assigned.
Sweet, Candi	Assistant Principal	• Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans • Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Audit Box • Participate in the planning of the SIP – Monitor the implementation of the plan • Collaborate with staff to create the Master Schedules (classroom & resource) Handle constituent concerns and complete the weekly Parent Comm. Letter for submission to the principal • Prepare the Morn/After Duty schedules – oversee the implementation

Name	Position Title	Job Duties and Responsibilities
		• Create and maintain the school's Master Calendar • Schedule and conduct safety drills • Manage quarterly awards – orders, teacher folders, program set-up Serve as the principal's designee • Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc. • Oversee Discipline (handle issues, process referrals, etc..) • Conduct formal and informal CAST Evaluations (see CAST calendar) • Conduct daily Walkthroughs and provided specific feedback to faculty and staff • Conduct quarterly Data Chats with teachers • 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 • Prepare data reports for faculty meetings, common planning, and professional development sessions • Actively participate in and facilitate professional development with staff during common planning and ERD sessions • Participate in monthly coaching meetings for reading and math • Oversee discipline and adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with disciplinary actions • Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans • Serve as the Testing Coordinator – receive and prepare materials for testing (district & state)
Embry, Sylvia	Assistant Principal	Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans • Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Audit Box • Participate in the planning of the SIP – Monitor the implementation of the plan • Collaborate with staff to create the Master Schedules (classroom & resource) Handle constituent concerns and complete the weekly Parent Comm. Letter for submission to the principal • Prepare the Morn/After Duty schedules – oversee the implementation • Create and maintain the school's Master Calendar • Schedule and conduct safety drills • Manage quarterly awards – orders, teacher folders, program set-up Serve as the principal's designee

Name	Position Title	Job Duties and Responsibilities
		• Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc… • Oversee Discipline (handle issues, process referrals, etc..) • Conduct formal and informal CAST Evaluations (see CAST calendar) • Conduct daily Walkthroughs and provided specific feedback to faculty and staff • Conduct quarterly Data Chats with teachers • 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 • Prepare data reports for faculty meetings, common planning, and professional development sessions • Actively participate in and facilitate professional development with staff during common planning and ERD sessions • Participate in monthly coaching meetings for reading and math • Oversee discipline and adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with disciplinary actions • Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans • Serve as the Testing Coordinator – receive and prepare materials for testing (district & state)
Piper, Colette	Instructional Coach	Ms. Piper addresses the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. In addition, she monitors the implementation of Acaletics throughout the school.

Demographic Information

Principal start date
Tuesday 7/26/2022, Marianne Lee

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

866

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	147	155	132	155	133	143	0	0	0	0	0	0	0	865
Attendance below 90 percent	3	46	43	48	44	33	0	0	0	0	0	0	0	217
One or more suspensions	0	0	3	1	1	5	0	0	0	0	0	0	0	10
Course failure in ELA	3	1	2	3	3	0	0	0	0	0	0	0	0	12
Course failure in Math	2	2	3	4	2	0	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	23	35	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	23	31	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	3	15	47	60	0	0	0	0	0	0	0	0	0	125

Using the table above, complete the table below with the number of students by current grade level who have 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	4	16	38	60	19	26	0	0	0	0	0	0	0	163

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	1	7	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Wednesday 8/31/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	50%	56%				61%	50%	57%
ELA Learning Gains	49%						61%	56%	58%
ELA Lowest 25th Percentile	40%						62%	50%	53%
Math Achievement	57%	48%	50%				72%	62%	63%
Math Learning Gains	54%						67%	63%	62%
Math Lowest 25th Percentile	50%						56%	52%	51%
Science Achievement	36%	59%	59%				53%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	51%	9%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	68%	52%	16%	58%	10%
Cohort Comparison		-60%				
05	2022					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	61%	-1%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	84%	64%	20%	64%	20%
Cohort Comparison		-60%				
05	2022					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	49%	1%	53%	-3%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	46	41	33	42	37	31				
ELL	41	61	55	35	48	50	20				
ASN	73			73							
BLK	44	39	31	51	51	44	26				
HSP	56	58	53	57	50	67	39				
MUL	51	41		69	62		55				
WHT	63	57	40	63	56		45				
FRL	45	43	33	47	53	58	33				
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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	389

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Decrease in ELA Proficiency, however, there is an increase in lowest performing quartile and overall learning gains. Math proficiency, LPQ gains and overall gains all decreased during the 2021-22 school year. Science proficiency dropped 7% points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall math performance is consistently declining across the board.

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

Monitoring of Acaletics in 2nd-5th grade classrooms. Updating PLCs to reflect weekly work on the benchmarks being taught. Unpacking the structure of the Florida Reveal Math Program recently adopted by the district.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Improvement was found in ELA overall gains and lowest performing quartile gains.

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

Reading proficiency increased from 47% in 2021 to 53% in 2022. The increase was attributed to incorporating more time for reading instruction with the Corrective Reading program. Also, students were pulled into remedial groups with the reading interventionists to strengthen foundational skills and practice reading strategies with grade level text and grade level standards.

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

Modification to the weekly PLC structure to include unpacking the new BEST benchmarks for grades 3-5 in ELA. In addition, science PLCs and monitoring of PMA assessments will need to be done. Small group support will also need to be provided to Science.

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.

Acaletics training will be provided and data chats will be done to show teachers how to look at the data and plan effectively. Acaletics groupings will also need to take place to ensure the largest amount of kids receive the high effective instruction. Florida Reveal Math trainings will continue to be offered throughout the school year.

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

Kagan Engagement Strategies will be integrated into instruction this school year. This is good for social skill development as well as all academic core subjects.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instruction will target areas of student deficiency using previous and current data to ensure that students show proficiency, and growth. According to administration observations, both formal and informal, as well as district and state assessment data, it was observed that teachers struggled with using to data to design and provide lessons that meet student needs and provide an appropriate level of rigor and student engagement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During observations, both informal and formal, administration will see an increase in the percent of lessons delivered that use data to differentiate instruction, create small groups, and incorporate cooperative learning activities. By doing this, the percentage of students who show growth on the FAST PM assessments should show growth and proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Math growth and proficiency will be monitored through quarterly FAST PM assessments, monthly Acalectics, as well as Unit assessments 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 FAST PM experience.
Person responsible for monitoring outcome:	Candi Sweet (sweetc1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Chimney Lakes will continue to provide a standards based educational approach to Mathematics, through the use of Acaletics, for students in Grades 2-5. First grade students will participate in standards based educational practices, as they utilize the i-Ready Math program; while Kindergarten students will utilize Waterford and Redbird, to determine growth and proficiency. All programs will address student deficits by using initial placement and monitoring data to target instruction. Interventionist, paraprofessionals, teachers and administrators will assist with the implementation of these programs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	FAST PM, Acaletics, i-Ready, and Waterford programs with a wide base of research that use testing and data to place and monitor students so that individualized instruction can be delivered. All listed programs are district and/or state approved and provided.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Train teachers, paraprofessionals, and interventionists in all grades on how to use the intervention programs.
2. Administration will monitor/train teachers on the implementation of programs.
3. Master-schedule will have Walk to Math embedded.
4. Teachers will receive TDE for training as needed throughout the year.
5. Paraprofessionals will push into classrooms to work with students on skills at each grade level.
6. Teachers will use a variety of methods including using technology such as computers and document cameras. Earbuds will be purchased for students to focus on Blended Learning in centers. (Title I)
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.
8. Implement additional tutoring (funded through Title I) starting in November 2022, instead of waiting until January 2023. Use of district materials and storeroom supplies for students to use.
9. Use of Reflex Math to increase number sense automaticity.

Person Responsible   Candi Sweet (sweetc1@duvalschools.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Science proficiency decreased by seven percentage points from the previous year. Analysis of student data by subgroups indicate that students are reading below grade level and instructional time was shifted from science to support reading or math. Teachers did not use data to plan lessons to target areas of deficiency in science and students had a lack of science foundational knowledge from previous grade levels.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase Science proficiency from 36% to 45% on the state assessment. Analyze student data by subgroups and grade level to determine instructional strengths and areas of focus. Provide instructional monitoring, coaching and feedback in science as it relates to grouping and the usage of Study Island Benchmark assessments, Soar to Success Bootcamp material and Generation Genius. Support standards-based instruction through weekly grade level PLCs and MTSS.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The science instruction will be monitored through weekly Benchmark assessments, classroom walkthroughs, progress monitoring, data chats with teachers and discussion of student work/performance in weekly PLCs.
Person responsible for monitoring outcome:	Sylvia Embry (embrys@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Implement targeted vocabulary instruction for tier 3 science words and implement reading strategies that help students comprehend informational texts and use hands on learning instruction with the 5 E instructional model (Engage, Explore, Explain, Elaborate, Evaluate) of science that provides a structure for students to connect science ideas with their experiences and apply their learning to new contexts.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The 5E model is a planning tool for inquiry teaching that will lead to students better comprehending science concepts. The use of reading strategies for informational text will also help student comprehension as they discuss and build knowledge from targeted vocabulary instruction in science.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate weekly informal assessments and benchmark checks to monitor student mastery of each standard

2. Teachers will review data with administration in weekly PLCs to develop lesson plans
3. Implement 5Es instructional model to engage students as they learn new concepts
4. Incorporate hands on learning experiences through science labs and GIZMOS
5. Incorporate the use of Study Island program to offer students opportunities to practice science standard based questions
6. Weekly walk-throughs to ensure science instruction occurs with fidelity

Person Responsible   Sylvia Embry (embrys@duvalschools.org)

#3. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After classroom observations and reviewing data from blended learning and paper-based assessments, students who are not interested or engaged in learning, basically tune out the instructor. Therefore, he/she is missing critical learning opportunities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	80% of classrooms will implement 1 Kagan Structure per month with fidelity.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership Team will monitor instruction based on plans done in PLCs to implement the Kagan Structure of the Month.
Person responsible for monitoring outcome:	Marianne Lee (leem3@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Kagan Structures have been found to decrease disciplinary referrals, reduce the achievement gap, positive social skill development by increased positive referrals, and increased overall gains with student achievement. (Source: www.kaganonline.com "about"); Teachers will use the Kagan Cooperative Learning Guide (provided by Title I funding) to have a reference tool throughout the school year.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The need for improving student engagement was needed. This is not only for student engagement, but for teacher retention and recruitment.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly trainings on a Kagan Teambuilding and Classbuilding structure every month.

Person Responsible Marianne Lee (leem3@duvalschools.org)

Provide Kagan Cooperative Learning guides to all teachers that provides guidance as well as steps for each structure. (Title I funding)

Person Responsible Marianne Lee (leem3@duvalschools.org)

Monitor structures through classroom observations and walkthroughs.

Person Responsible   Marianne Lee (leem3@duvalschools.org)

During weekly PLCs discuss structures as a part of the lesson planner for student discussion and coaching.

Person Responsible   Marianne Lee (leem3@duvalschools.org)

Purchase whiteboards for every student to increase student accountability as well as instant data analysis for teachers. (Title I)

Person Responsible   [no one identified]

Purchase whiteboards for every student to increase student accountability as well as instant data analysis for teachers. (Title I)

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Overall reading proficiency has decreased. Overall gains and lowest performing quartile gains did improve. With the transition to the new BEST standards, the need for support is there for benchmarks as well as the new materials (Benchmark Advance) that will be used.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase reading proficiency to 55% proficiency by the end of the 2022-23 school year as assessed through the FAST standardized assessment. In addition, the lowest performing quartile will increase from 38% to 45%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through formal and informal observations by administrative staff. In addition, frequent walkthroughs to align instructional delivery with benchmarks. Monitoring will also happen through unit assessments and state assessments throughout the year.
Person responsible for monitoring outcome:	Marianne Lee (leem3@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Review the BEST standards to understand the depth of what students are expected to know, understand and do. Exit tickets will need to be created that align to the benchmark with the qualitative rigor in text complexity. Weekly PLCs to review materials, discuss student expectations of learning and create exit tickets. Review of data and data chats with students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Exit tickets will be reviewed as well as quarterly assessments to determine if tickets are aligning with expectations. Also, frequent review of reading blended learning data.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Jan Richardson's Guided Reading model. Professional Texts will be ordered for teachers. This tier 1 strategy will be done in center rotations as a Teacher-Led group. Teachers can also use Leveled Literacy Intervention which is a strong indicator.

Person Responsible	Marianne Lee (leem3@duvalschools.org)

#5. Positive Culture and Environment specifically relating to Supportive Environment	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 5 Essential Survey, the students at Chimney Lakes want to feel safe in and around school and find their teachers are trustworthy and responsive to their academic needs offering more supportive environment. The measure on the survey indicate performance in this area was very weak.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Chimney Lakes Elementary is dedicated to providing a safe, secure and healthy learning environment for our students, staff, and families. The outcome is to increase the performance in this area by 36% points from very weak to strong.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A safety committee meets once a month to review possible threats and safety precautions needed on campus. PBIS team will meet monthly to discuss the school's behavior expectations and the effectiveness of expectations in hallways throughout the school as well as in classrooms and other common areas. Teachers will hold bi-weekly data chats to discuss student performance and academic personalism.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Every teacher uses Calm Classroom exercises to help students focus and increase their mindfulness. Counselors teach Sanford Harmony and Second Step curriculum to build community and increase appropriate social skills for students. Teacher-Student data chats are implemented to increase teacher trust and student responsiveness to the academic environment. Also a beginning of the school year school-wide assembly is held to discuss cafeteria procedures, dress code, transition behavior in common areas, school wide attention signal and the PBIS mission statement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students expressed in the 5 Essential survey the need to feel safe in the hallways, restrooms, and areas outside around school. They also wanted teachers to connect with them more in the classroom to help them achieve their academic goals.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Train teachers to use Calm Classroom
2. Administration will monitor and train teachers on conducting data chats
3. Schedule time for counselors to teach classes Sanford Harmony and Second Step curriculum

4. Meet monthly with school safety committee (BTAT)
5. Meet monthly with PBIS team to review discipline data and effectiveness of guidelines for success

Person Responsible   Sylvia Embry (embrys@duvalschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Implementing the usage of reading interventionist by grouping students according to blended learning and running record scores. Interventionists will use Leveled Literacy Intervention by Fountas & Pinnell in grades 1st and 2nd grades. Also, weekly Tier 1 planners are done with teachers in grades 3-5 with the Benchmark Advance reading program. Finally, implementation of UFLI Foundations Program will be done in grades K-2 starting in the 2nd 9 weeks. Training has begun on this program.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Implementing the usage of reading interventionist by grouping students according to blended learning and FSA (previous year) scores. Interventionists will use Leveled Literacy Intervention by Fountas & Pinnell in grades 4 and 5. 3rd Grade interventionist will use Corrective Reading (SRA/Reading Mastery) Quarterly data monitoring is reviewed by administration to see if program is working for that student and if continued placement is needed. Also, weekly Tier 1 planners are done with teachers in grades 3-5 with the Benchmark Advance reading program.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Improve end of year blended learning diagnostic scores to reflect 60% or higher in the "green" or on grade level category.

Grades 3-5: Measureable Outcome(s)

Improve ELA proficiency score to 57% or higher on the FAST ELA Assessment in grades 3-5. Improve our ELA proficiency scores for our Students with Disabilities by increasing their proficiency from 33% to 41% on the FAST ELA Assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Using the FAST Progress Monitoring Assessments throughout the year, we will review individual student, class and grade level data to project our end of year outcomes. In addition, we will make adjustments to intervention groups as needed based on the PMA data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lee, Marianne, leem3@duvalschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance: Moderate to Strong Evidence
Leveled Literacy Intervention: Strong Evidence

Corrective Reading/SRA: Promising
Heggerty (Kindergarten Phonemic Awareness): Strong Evidence
Waterford Blended Learning (For Kindergarten): Moderate
I-Ready Blended Learning (For 1st/2nd Grade): Promising
Achieve 3000 Blended Learning (For 3rd-5th Grade): Promising
Benchmark Advance is directly aligned to the B.E.S.T. standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

All of these programs have been supported by the DCPS Academic Services department. All of the programs are in alignment with the grade levels they are intended to serve. In addition, our school is an early adopter for the University of Florida LI - Foundations program, which incudes all of the foundational skill requirements (phonemic awareness, explicit/systematic phonics, teaching of high frequency words, etc.)

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
*UFLI-Foundations program by grade level model classrooms, facilitators. Training will be done by facilitators and administration. Monitoring will take place by administration. Assessment is built in weekly through high frequency word assessments and phonics assessments. *Leveled Literacy Intervention: Training for Interventionists provided by Literacy Leadership Team Member and district training; Assessment is done weekly with frequent checks by Literacy Leadership Team. *Benchmark Advance training done weekly through PLCs and district offered training in the summer. Ongoing support through TDEs for writing for teachers in grades 4-5. Monitoring of weekly assessment and unit assessments in PLCs. (Looking for % of students hitting 70% or higher per teacher) *Waterford is monitored weekly through PLCs as well as encouraging students to get 80% or higher on items. *Monitoring of I-Ready as this program has been in place for several years. Percentage of students hitting 30 minutes or more will be monitored in PLCs.	Lee, Marianne, leem3@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

Based on the 5 Essential Survey, the students at Chimney Lakes feel safe in and around school with the promotion of Sanford Harmony to build safe caring classrooms. Our school is dedicated to providing a safe, secure and healthy learning environment for our students, staff, and families. In order to meet this goal we have a safety committee that meets once a month, a bully prevention awareness program that is promoted through our school news program, and the school's expectations are posted in hallways throughout the school as well as in classrooms. Our behavior system includes a discipline committee, a school wide guideline for success, we use positive paws in the cafeteria as positive reinforcement and incentive for lunch times, and we utilize CHAMPS in all common areas throughout our campus.

We have a detailed and clearly defined PBIS plan. Our Guidelines for Success are: Be 'SPOT' on by having Self-control, a Positive attitude, Outstanding work, and Teamwork. We incorporate restorative practices and set the expectation that every classroom uses the Calm Classroom exercises to help students focus and increase their mindfulness.

We have a school-wide attention signal utilized in all environments. We held beginning of the school year school-wide assemblies discussing café procedures, uniforms, transition behavior in common areas, school wide attention signal and our mission statement. Our mission statement aligns to multiple school initiatives related to PBIS.

Also, students find teachers more trust-worthy and responsive to their academic needs as teachers hold bi-weekly student data chats to discuss student performance and academic personalism. Teacher suggest strategies students can implement to catch-up if they are behind, they give specific suggestions on how to improve classwork, and teachers pull small groups to help those that have trouble learning specific concepts.

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

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.

Based on the 5 Essential Survey, parents and community members expressed that they felt more involved with school improvement efforts. This area increased over the past three years as our school hosted various parent nights that allowed parents to interact with the math, reading and science curriculum and participate in workshops that exposed them to academic programs being offered.