Chimney Lakes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Chimney Lakes Elementary School

9353 STAPLES MILL DR, Jacksonville, FL 32244

http://www.duvalschools.org/cle

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sweet, Candi	Assistant Principal	Assistant principals deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Brandon, Toby	Assistant Principal	Assistant principals deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Piper, Colette	Curriculum Resource Teacher	An intervention teacher plays a key role in assisting students who are experiencing difficulties in the classroom. Rooted in a special education background, an intervention teacher provides expertise and intentional support to students who demonstrate behavioral, social and educational challenges.
Pasion, Sarah	Curriculum Resource Teacher	An intervention teacher plays a key role in assisting students who are experiencing difficulties in the classroom. Rooted in a special education background, an intervention teacher provides expertise and intentional support to students who demonstrate behavioral, social and educational challenges.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan draft is shared with SAC stakeholders at the first School Advisory Council of the month. Input is taken of parts to be revised based on feedback.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Once per month, the School Advisory Council will review progress the school is making on the current year's School Improvement Plan. In addition, SAC will provide ideas for strategies from any stakeholder.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A

	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	3	59	57	39	54	49	0	0	0	261
One or more suspensions	0	0	0	2	3	4	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	1	4	5	0	0	0	0	10
Course failure in Math	0	0	1	3	2	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	3	32	29	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	2	27	26	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	63	51	52	0	0	0	0	0	169

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	2	30	23	22	28	27	0	0	0	132

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	4	8	1	4	4	0	0	0	0	21
Students retained two or more times	0	0	0	1	2	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	46	43	48	44	33	0	0	0	217
One or more suspensions	0	0	3	1	1	5	0	0	0	10
Course failure in ELA	3	1	2	3	3	0	0	0	0	12
Course failure in Math	2	2	3	4	2	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	6	23	35	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	6	23	31	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	15	47	60	0	0	0	0	0	125

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	16	38	60	19	26	0	0	0	163

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	46	43	48	44	33	0	0	0	217
One or more suspensions	0	0	3	1	1	5	0	0	0	10
Course failure in ELA	3	1	2	3	3	0	0	0	0	12
Course failure in Math	2	2	3	4	2	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	6	23	35	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	6	23	31	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	15	47	60	0	0	0	0	0	125

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	16	38	60	19	26	0	0	0	163

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	48	53	53	50	56	57		
ELA Learning Gains				49			46		
ELA Lowest 25th Percentile				40			36		
Math Achievement*	66	58	59	57	48	50	59		
Math Learning Gains				54			60		
Math Lowest 25th Percentile				50			60		
Science Achievement*	67	52	54	36	59	59	41		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	76	54	59	50			56		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	1
ELL	53			
AMI				
ASN	80			
BLK	48			
HSP	62			
MUL	80			
PAC				
WHT	73			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	45			
AMI				
ASN	73			
BLK	41			
HSP	53			
MUL	56			
PAC				
WHT	54			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			66			67					76
SWD	28			37			36				4	
ELL	39			54			60				5	76
AMI												
ASN	80			80							2	
BLK	42			56			46				4	
HSP	55			62			74				5	75
MUL	70			82			85				4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	66			77			79				4	
FRL	47			61			61				5	73

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	49	40	57	54	50	36					50
SWD	33	46	41	33	42	37	31					30
ELL	41	61	55	35	48	50	20					50
AMI												
ASN	73			73								
BLK	44	39	31	51	51	44	26					
HSP	56	58	53	57	50	67	39					45
MUL	51	41		69	62		55					
PAC												
WHT	63	57	40	63	56		45					
FRL	45	43	33	47	53	58	33					57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	46	36	59	60	60	41					56
SWD	41	52	50	46	54	47	32					
ELL	37			30								56
AMI												
ASN	71			64								
BLK	46	37	32	53	47	50	22					
HSP	57	48		53	62		43					50
MUL	69			74								
PAC												
WHT	67	58		68	76		68					
FRL	49	49	39	53	63	71	38					50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	47%	6%	54%	-1%
04	2023 - Spring	55%	50%	5%	58%	-3%
03	2023 - Spring	59%	46%	13%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	59%	13%	59%	13%
04	2023 - Spring	72%	58%	14%	61%	11%
05	2023 - Spring	61%	52%	9%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	48%	17%	51%	14%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th Grade Reading showed the lowest performance at 53% proficiency. However, it was an increase from 21-22 from 44% to 53%. Whole group instruction is lasting longer and students are not getting into Guided Reading/Small Groups as needed to close those gaps.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Only 3rd grade reading showed a decline in the 22-23 school year from 60% in 21-22 to 59%. While there was not state data was not available, for the 21-22 school year, we know that 3rd grade reading is

a reflection of K-3 reading instruction. Whole group instruction is lasting longer and students are not getting into Guided Reading/Small Groups as needed to close those gaps.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th Grade Reading had the greatest gap in looking at the state average which was below 2 scale score points from the state average and the school average. 5th grade Math was close behind with 1 scale score point difference from the state.

Which data component showed the most improvement? What new actions did your school take in this area?

Science was our highest data component that showed the most improvement. Our school went from 36% in 21-22 to 66% proficiency in 22-23. Actions taken were assigning teachers to teach at least 75 minutes of science each day, requiring PLCs weekly with principal to review data and lesson planning. Support from district specialists with district trainings and site visit also helped with implementing instruction that helped students to be successful. Using online resources liked Gizmos and Study Island also attributed to the success of our students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We have improved by being removed from the RAISE initiative due to our scores, but we have one subgroup (Students with Disabilities) that is below the federal index of 41 percent.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

*Increase 5 Essentials to reflect collaborative work being done at the school.
*Increase reading proficiency to at least 62% in all grade levels.
*Maintain 62% or higher proficiency in math and science
*Implement B3 strategies for students to help in decreasing the need for behavior and mental health referrals.
*Implementation of Small Group Instruction daily with fidelity.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Reading is our only area in which we do not meet the 62% standard across grade levels at the end of the 2022-23 school year. 2nd-5th Grade students were at 54%, 59%, 55% and 53% respectively. While improvements have been since the 2021-2022 school year, we are leaving a significant number of students behind. In addition, our Students with Disabilities are scoring 33% which is below the 41% Federal Index requirement. This is the only subgroup that is performing that low.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2nd Grade students will increase from 54% to 59% proficiency on the FAST Star Reading Assessment.
3rd Grade students will increase from 59% to 62% proficiency on the 2024 FAST Reading Assessment
4th Grade students will increase from 55% to 60% proficiency on the 2024 FAST Reading Assessment.
5th Grade students will increase from 53% to 58% proficiency on the 2024 FAST Reading Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Use the Benchmark Advance & Leveled Literacy Intervention Small Group Lesson Walkthrough Tool for small group self-reflection and observational feedback.

Person responsible for monitoring outcome:

Marianne Lee (leem3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Leveled Literacy Intervention (What Works Clearinghouse) provides small group instructional materials with teacher's reference guide for word study (phonics/phonemic awareness), comprehension, vocabulary and/or fluency. There is weekly tracking through running records for progress monitoring.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Leveled Literacy Intervention (What Works Clearinghouse) has been found to be Tier 1 Strong & Tier 3 Promising in its studies. Since the program will be used with students in Tier 1 and 2, this could make a significant impact in our overall reading gains and proficiency rates. Students with Disabilities are performing below the Federal Index requirement due to a need for intensive small group instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 5 Essentials Survey, the Collaborative Teachers category to include the following sub-areas (Quality Professional Development, Collaborative Practices, Teacher-Teacher Trust, Collective Responsibility, and School Commitment), decline from 46% the previous year to 42% in 2023, as teachers reported that they believe school personnel doesn't work together as a TEAM. This is a critical area, as positive personnel collaboration, lends itself to a strong supportive environment, which is pivotal in Teacher Retention and Recruitment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2024 5 Essentials Survey, the Collaborative Teachers category will decrease by 20%, as will successfully implement various school-wide team building exercises and allow for increased peer-to-peer academic classroom observations.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will monitor the pulse of Teacher Collaboration through weekly PLCs, as evident by weekly surveys conducted during PLCs.

Person responsible for monitoring outcome:

Marianne Lee (leem3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to Hanover research, maintaining a collaborative professional culture, along with establishing a positive school climate and supportive work environment, to address teacher priorities, will have a vastly positive effect of Teacher Retention and Recruitment. (Source: wasa-oly.org).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Promoting a Collaborative environment, will work to increase building morale, create a positive school culture and climate; thereby positively affecting Teacher Retention and Recruitment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

• Team-building exercised during each early release professional development meeting.
• Teacher Collaboration survey, to be conducted during weekly PLCs.

Person Responsible: Tonya Ahnemiller (scottt5@duvalschools.org)

By When: All related data will be collected and disaggregated in an ongoing process throughout the school year, with a culmination date of April 1st, 2024.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Four percent of our students had 2 or more referrals across multiple levels of infractions. However, there were 192 disciplinary referrals that were written and processed. While we are participating in the THRIVE grant in the 2nd year, with interventions like "Check In-Check Out", we have to have interventions that are done before the referral is written.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to decrease referrals by 15% by implementing B3 practices. This would mean that only 163 disciplinary referrals will be written for students.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Referrals are posted in our FOCUS system and will be reviewed quarterly by our THRIVE team, administration and faculty.

Person responsible for monitoring outcome:

Angela Reier (reiera1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

B3 (Brain, Body Behavior) resources will be implemented at least once per week in the B3 lab, throughout the walk in the hallways and outside daily during recess.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on brain-body research, B3 physical activities can help enhance cognitive function, mental health, motor-skill development, social-emotional well-being, and common sensory problems.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

*Provide training from district HE/PE department
*Purchase stickers for B3 activities in the hallways of the school
*Purchase equipment needed for a B3 Lab
*District specialists to provide stencils for outdoor B3 activities
*Put B3 Lab on Resource Schedule for at least one time per week

Person Responsible: Angela Reier (reiera1@duvalschools.org)

By When: August 2023

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Students with Disabilities are scoring 33% which is below the 41% Federal Index requirement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

65% of our students in grades 3-5 will make at least one year's growth on the FAST ELA Assessment by May 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Running Record checks monthly to monitor comprehension movement as well as fluency. In addition, Benchmark Advance Unit Assessments will be tracked for proficiency. Finally, progress monitoring from FAST PM1 to PM2 with DMAs (District Monitoring Assessments) in between.

Person responsible for monitoring outcome:

Marianne Lee (leem3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Leveled Literacy Intervention will be used for small group instruction as well as Benchmark Advance small group readers from the core reading program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students with Disabilities are performing below the Federal Index requirement due to lack of foundational skills and fluency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Leveled Literacy Intervention with training the first quarter of school
*Train teachers new to Chimney Lakes in primary grades on Jan Richardson small group model by the end of the first quarter of school.

Person Responsible: Marianne Lee (leem3@duvalschools.org)

By When: *Implement Leveled Literacy Intervention with training the first quarter of school *Train new teachers new on Jan Richardson small group model by the end of the first quarter of school.

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although the Science proficiency increased in the 2022-2023 year; the data trend over prior years shows a decrease. The rising 5th graders have a deficiency in science because the instructional time was shifted from science to support reading and math. Rationale: The 5E model is a planning tool for inquiry teaching that will lead to better student comprehension of science concepts. Using informational text reading strategies will assist with students subject area vocabulary and strengthen science foundations. Students will then be able to apply theory to project based learning in science to improve student comprehension. Our Students with Disabilities are scoring 31% which is below the 41% Federal Index requirement. Students lacked critical thinking skills needed to be successful on science assessments.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Science proficiency from 64% to 70%, 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 usage of Gizmos and Benchmark assessments. 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 by school leadership team through weekly benchmark assessments, classroom walkthroughs, progress monitoring, data chats with teachers and students. Weekly Professional Learning Community (PLC) meeting will include discussions related to student performance and instructional delivery.

Person responsible for monitoring outcome:

Toby Brandon (brandont1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Gizmos uses an inquiry-based approach to learning that has been validated by extensive research as a highly effective way to build conceptual understanding in math and science. Finally, a STEM Lab will be created for all K-5 students to learn not only about the science of nature, but critical thinking strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Gizmos meets the ESSA evidence requirements for Level IV (Promising Evidence) for the detailed Gizmos logic model (informed by previous, high-quality research) and planned/underway efforts to study the effects of using Gizmos. Students with Disabilities are performing below the Federal Index requirement due to a need for intensive small group instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implementation of STEM Lab
Develop STEM Lab resource schedule

Person Responsible: Marianne Lee (leem3@duvalschools.org)

By When: August 2023

#6. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Though math proficiency has increased from 57% in 21-22, to 69% 22-23, according to Administration observations both formal and informal it was observed that math teachers struggled with the implementation of small group instruction.

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 technology (SMART BOARDS) and data to differentiate instruction, create small groups, and incorporate cooperative learning activities. By doing this, the percentage of students who show growth and 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, Acaletics, and Reflex Math as well as Unit Assessments to determine if students are on the track toward mastering the standards. Classroom observations will be conducted to determine if lessons align with the benchmarks and assessments provide an equivalent FAST PM experience.

Person responsible for monitoring outcome:

Toby Brandon (brandont1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 all grade levels will use Redbird, to determine growth and proficiency. All programs will address students' deficits by using initial placement and monitoring data to target instruction. Interventionists, Paraprofessionals, teachers, and administrators will assist with the implementation of these programs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

FAST PM, Acaletics, i-Ready, Reflex Math/FRAX, 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

*Implementation of Small Group Instruction
*Analyzing and Monitoring Data to track students' growth during PLCs
*Ensure Tier 1 instruction is delivered daily with fidelity.
*Continue utilizing collaborative strategies.
*Instructional Rounds/FOCUS Walks

Person Responsible: Toby Brandon (brandont1@duvalschools.org)

By When: *Monitor small groups weekly (various classrooms) *Weekly monitor data tracking in PLCs
*Using Benchmark Walkthroughs to analyze Tier 2 instruction and collaborative engagement strategies
*Plan for monthly Instructional Rounding for different groups and different focus.

*Implementation of Small Group Instruction
*Analyzing and Monitoring Data to track students' growth during PLCs
*Ensure Tier 1 instruction is delivered daily with fidelity.
*Continue utilizing collaborative strategies.
*Instructional Rounds/FOCUS Walks

Person Responsible: Marianne Lee (leem3@duvalschools.org)

By When: *Monitor small groups weekly (various classrooms) *Weekly monitor data tracking in PLCs
*Using Benchmark Walkthroughs to analyze Tier 2 instruction and collaborative engagement strategies
*Plan for monthly Instructional Rounding for different groups and different focus.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.

The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.

Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

not applicable

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

not applicable

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 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 Measurable Outcomes

not applicable

Grades 3-5 Measurable Outcomes

not applicable

Monitoring

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 impact student achievement outcomes.

not applicable

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Lee, Marianne, leem3@duvalschools.org

Evidence-based Practices/Programs

Description:
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. §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?

not applicable

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

not applicable

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
not applicable	Lee, Marianne, leem3@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Dissemination of this School Improvement Plan will be done through parent nights (hard copies), school websites, weekly parent call outs (with link attached to the email), and available in the front office and Parent Involvement Room. Multiple languages will be available in the office and Parent Involvement Room.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school's Family Engagement Plan is found on: www.duvalschools.org/cle (under Title I programs) Our district is aligning our parent volunteer opportunities online for parents to sign up. We offer multiple volunteer orientation sessions and post the volunteer presentation online. In addition, we offer at least 2 family programs each quarter from academic, social-emotional and chats with administrators. Data chats are included as one of the nights for parents. We also conduct Orientation (Meet the Teacher) before school begins and Open House a few weeks after school begins.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Individual class schedules are provided to all faculty and staff. This is to ensure that all instruction is covered in the time allotted. In addition, interventionist schedules are created by the teachers and administration to select the appropriate students as well as to ensure their instruction does not infer with core instruction. PLCs are completed at least one time per week to look at resources, data and lesson planning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

IDEA: Guidance Counselors and ESE teachers will schedule one on-one meetings with parents of students with disabilities. During this time, they provide education on the ESE programs, requirements, and accommodations. Additional meetings may be coordinated through the MTSS process. Regularly schedule progress reports keep parent informed of their child's progress.
Title I Part D: The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
Title IX, Part A: During the Annual Title I meeting parents will be informed of the McKinney-Vento Act and the rights associated with homeless families and families in transition. The school works closely with the district to ensure policies and procedures are followed. The district uses funds to assist with resources for parents at our school.
SAI Funds: Funds will be used to provide tutoring sessions to targeted students to increase academic achievement in math, literacy, and science. Parents of these students are also encouraged to attend PFEP events that build their capacity. SAI Funds were used to hire teachers and staff for tutoring
Title II, Part A: This fund supports districts and school leaders in providing professional development to educators and school leaders. Professional development is designed to enhance the development of pedagogy, acquisition of best practices and resources to enhance instructional delivery and student achievement. Our teachers participate in PD in weekly PLC and in early release days and Common planning
Title III, Part A: Chimney Lakes is working on hiring an ESOL paraprofessional that works with our ESOL students and communicates with their families. They also coordinate with the students' teachers for additional areas of support that may be required. We have several Spanish-speaking staff members who communicate with families and our communications with families can be made available in students' native home languages. Additionally, the district has translation services available for needed documents or forms. Funds were used to provide families with an onsite ESOL paraprofessional.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Chimney Lakes has a full time school counselor.In addition, we also have a Full Service Schools counselor who is a trained mental health therapist. Our school participates in the THRIVE grant which is facilitated by a district mental health therapist to ensure our implementation of the grant is consistent.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MTSS is used and monitored every 6 weeks throughout the school year. The MTSS team which

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

During faculty meetings and paraprofessional trainings, professional learning is shared on a variety of topics. In addition, instructional rounding will take place to provide a baseline for all classrooms. Teachers new to Chimney Lakes will receive engagement strategy training in the month of September. Weekly PLCs will also be used to provide common instructional practices among classrooms.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Each year, our students participate in a Transition Day before the end of the school year. Not only are students from early childhood transitioned, but the whole school is provided that opportunity. (with the exception of 5th grade to middle). Students and families receive guides for making the transition smoother as well as teachers in the new grade level provided presentations for them.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				$153,605.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	2321 - Chimney Lakes Elementary Schl	Title, I Part A	912.0	$153,605.00
			Notes: Reading Interventionist D. Harris C. Piper			

2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	2321 - Chimney Lakes Elementary Schl	Other	912.0	$1,000.00
			Notes: B3 Stickers (internal funds), B3 Lab supplies All other funding for the program has come from district funds.			
4	III.B.	Area of Focus: Instructional Practice: ELA				$133,610.36
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	2321 - Chimney Lakes Elementary Schl	Title, I Part A	912.0	$78,704.00
			Notes: Math Interventionist Position			
	5100	369	2321 - Chimney Lakes Elementary Schl	Title, I Part A	912.0	$4,495.00
			Notes: Reflex/Frax Subscription			
	5100	510	2321 - Chimney Lakes Elementary Schl	Title, I Part A	912.0	$42,161.36
			Notes: Acaletics Math Skill Program			
	6400	310	2321 - Chimney Lakes Elementary Schl	Title, I Part A	912.0	$8,250.00
			Notes: Required Professional Development for Acaletics Math Skill Program			
5	III.B.	Area of Focus: Instructional Practice: Science				$70,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	2321 - Chimney Lakes Elementary Schl	Title, I Part A	912.0	$0.00
			Notes: Gizmos Online Learning Simulations for Science and Math			
	5100	120	2321 - Chimney Lakes Elementary Schl	Title, I Part A	912.0	$70,650.00
			Notes: Added STEM Lab to increase nature of science and critical thinking skills for all K-5 students			
6	III.B.	Area of Focus: Instructional Practice: Math				$0.00
					Total:	$358,865.36

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes