

Chimney Lakes Elementary School



2014-15 School Improvement Plan

Chimney Lakes Elementary School

9353 STAPLES MILL DR, Jacksonville, FL 32244

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
56%

Alternative/ESE Center
No

Charter School
No

Minority
59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

We strive to give students an appreciation for the diversity of the world's cultures. We try to impart the experience of life in other parts of the world by frequently creating settings, displays and styles of dress in the native character of other societies. Students are given opportunities to share about their culture throughout the year in their classrooms. The arts and technology are used to develop an appreciation and understanding of other culture. In addition, a wide range of activities are offered, which may include Teachers of Tomorrow, Safety Patrols, Peer Mediators, Garden Club, Art Club, Chess Club, Chorus, and other programs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Chimney Lakes Elementary teachers implement Foundations and CHAMPS during the school day so behavior expectations are clear and students feel safe in their learning environment. Teachers and Administration implement Positive Behavioral Interventions and Supports to establish a culture for success at Chimney Lakes Elementary. The Chimney Lakes Extended Day program helps meet the needs of working parents while also enriching the child's educational day through arts, crafts, music, computer, tutoring, story hour and supervised study.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A school-wide discipline plan provides for a safe and orderly learning environment. We strictly adhere to the code of conduct as guide when processing student discipline referrals. Teachers also have a classroom discipline plan that is implemented prior to a discipline referral being written. Teachers implement strategies such as conferencing with students and parents, phone calls or notes home, detention, and a "think tank" activity to redirect negative behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The faculty and staff work collaboratively to meet the social-emotional needs of all students. The general education teachers use the research-based Second Step curriculum to instruct students in anti-bullying behavior, empathy training, and other social emotional skills. The school-wide Character Education program recognizes students who exhibit the monthly character education trait. Our school has only one school counselor who works with administration, teachers, and parents to connect outside resources for students experiencing difficulty in the social-emotional domain. Through the multi-tiered Response to Intervention procedure, teachers and parents meet with the school counselor to plan interventions and strategies to assist students with emotional and behavior difficulties in the classroom. During this time, the school psychologist could be consulted to assist in planning appropriate behavior interventions for the student. Chimney Lakes has a Military Family Liaison Contact to support the emotional needs of students with parents who are in the military. Our MFLC holds assemblies and counsels students in small groups.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is monitored by individual teachers. The teacher then refers attendance concerns to the school counselor as the attendance coordinator. In following the district's attendance policy, Attendance Intervention Team meetings are scheduled with the attendance social worker from the district for students who have met the criteria for a meeting. Meetings are usually held once a month. Suspensions have not been an overall problem at Chimney Lakes. However, students who are referred to the office repeatedly are monitored and referred to the Tier 3 RtI team and/ or Multi-referral Disciplinary Team for assistance.

Through data and records reviews, the teachers are aware early in the school year of those students who have shown low or poor performance. Additionally, students who are overage are carefully monitored by the teacher to ensure success. If an overage student continues to struggle, the teacher will begin the intervention process to assist the student.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	32	16	10	13	11	13	95
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	4	7	5	5	0	0	21
Level 1 on statewide assessment	0	0	0	30	29	51	110

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	3	2	3	4	3	15

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

For students with poor attendance, the school's Attendance Intervention Team will meet with the parents to discuss the reasons for the student missing school. At this meeting, it is determined if the school can help by putting the parent in touch with community resources to address medical issues, family issues, etc.

For academic concerns, the Response to Intervention process is in place for teachers to address the academic needs of the students. This process includes Collaborative Problem Solving Teams on each grade level and a Tier 3 Problem Solving team which includes the school counselor, and ESE teacher, the general education teacher, and the parent. Additionally, teachers have access to the student's test data from previous years through our Performance Matters program. This helps with early identification of students who scored low on the state tests from the previous year.

Behaviorally, the school's administration works with the teachers and parents to assist the children who are referred to the office repeatedly. This may include a referral to the school counselor, the Rtl Tier 3 team, the Multi-referral Disciplinary Team, and/or district level resources such as the SOS program.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school will focus on increasing parent involvement in their child's education and promoting academic success by providing parents with academic resources. Chimney Lakes and the teachers keep parents and families informed through Open House, progress reports, report cards, a monthly newsletter called "The Cheetah Chatter", and our school's website. Chimney Lakes holds parent nights every year to build positive relationships with families and increase involvement. In the 2012-13 school year, two parent activity nights were held at Chimney Lakes. An average of 50 families were represented at the parent activity nights at CLE. In the 2013-14 school year, one parent activity night was held at Chimney Lakes. 27 families were represented at the parent activity night at CLE.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parents and community volunteers assist in our classrooms on a daily basis and the school is actively supported by the Parent Teacher Association. Chimney Lakes has business partnerships with local business such as Chuck E. Cheese and IHOP to benefit and improve instruction in the classroom by allowing us to purchase classroom materials. We also work with local churches who volunteer to help the school. Chimney Lakes has an annual International Culture Fair in May where we request many volunteers from the community to present information to our students about different cultures to enrich their learning.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Knott, Janet	Principal
Hill, Daryl	Assistant Principal
Scott, V.Katrice	Assistant Principal
Handres, Sheila	Guidance Counselor
Baierl, Sarah	Instructional Coach

Duties

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

Janet Knott, Principal--responsible for overall monitoring of the Cooperative Problem Solving Teams and monitor grade level data.

Daryl Hill, Assistant Principal--assist in monitoring grade level data.

Katrice Scott, Assistant Principal - test coordinator, assist in monitoring grade level data.

Sheila Handres, School Counselor--facilitates Tier 3 meetings with the teachers and parents, and a grade-level representatives --these grade level leaders facilitate the Tier 2 Collaborative Problem Solving Teams on grade level, each Exceptional Student Education teacher serves on the Tier 3 CPST.

Sarah Baierl, Instructional Coach - support teachers with improving reading instruction, lead reading PLCs and trainings

The RtI Leadership team actively utilizes the problem solving process to identify the academic and behavioral needs of each student. They also compile data based on the school's overall needs. This is done through collaboration with the Foundations Team, Academic Lead Teachers, and vertical articulation. Representation from all areas were involved in developing and implementing the SIP.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The RtI Leadership team reviews overall classroom data to identify the effectiveness of the core instruction across grade levels. Each grade level serves on a Collaborative Problem Solving Team (CPST) for Tier 2 interventions and planning for small groups of students. These CPST grade level teams plan and revise the Tier 2 interventions as needed according to the data from the interventions and current assessments. When a student is not responding to Tier 2 interventions or not experiencing expected growth, then the grade level CPST will refer the teacher to the RTI Leadership Team for more intensive Tier 3 intervention with parent involvement. The data collection process is used to guide planning and interventions. The student's progress is monitored individually and interventions are reviewed and revised accordingly.

Supplemental Academic Instruction (SAI) is used for after school tutoring by teachers to assist students who are in the lowest 25% in both Reading and Math.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lori Jolley	Business/Community
Janet Knott	Principal
Kamini Ramirez	Teacher
Tia McDaniel	Parent
Mike Glover	Education Support Employee
Tia Samuels	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Presented the School Improvement Plan at a PTA evening meeting and at the SAC meeting. Provided updates throughout the year. We also included input from faculty/staff/SAC.

Development of this school improvement plan

At the first SAC meeting, members were asked what areas of the school that they wanted to improve upon. Previous data was examined before coming to a conclusion.

Preparation of the school's annual budget and plan

The budget is a Staff Allocation Model and decisions are made by the district.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The recommendation for projected funds will be used to support the instructional goals of the school. The available funds, the SAC committee recommended and approved the funds be used for remediation.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Baierl, Sarah	Instructional Coach
Hill, Daryl	Assistant Principal
Muenzmay, Gloria	Instructional Media
Knott, Janet	Principal
Ahnemiller, Tonya	Teacher, K-12
Thompson, Jennifer	Teacher, K-12
Brantley, Monea	Teacher, K-12
Runyan, Teresa	Teacher, K-12
Hardage, Priscilla	Teacher, K-12
Ramirez, Kamini	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- 1) common core standards
- 2) the new FSA categories and content focus
- 3) DAR training and testing
- 4) complexity of text and questioning (using Webb's depth of Knowledge)
- 5) improving teacher instruction by supporting teachers with planning and executing lessons based on unpacking standards
- 6) Facilitate Million Word Campaign
- 7) Utilize Media Center resources to enhance non-fiction instruction

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We provide opportunities for collaborative planning among grade level/subject area including ESE to meet weekly with a coach.

Teachers voluntarily meet every Monday for Professional Learning Communities (PLC). Teachers choose what is discussed and the direction of their meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We have hired two new teachers for this school year. Professional development is a high priority in the school and the Principal has an open door policy for teachers. All teachers have multiple opportunities to attend trainings on and off campus.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our PDF and Principal matches qualified teachers (veterans) with beginning teachers based on grade levels and subject areas. Qualified teachers must be CET trained and have an Effective or Highly Effective rating on their prior year performance evaluation.

Group meetings with mentors and various visits to other classrooms are scheduled throughout the year. The Reading Coach and qualified teachers monitor and support beginning teachers with classroom

management, instructional knowledge, and tools for instruction. New teachers participate in mentor observation cycles in which they receive formative feedback and targeted coaching. New teachers observe model teachers with a focus on identified challenges and Educator Accomplished Practices. The PDF holds learning sessions that focus on identified areas of need to allow mentors and mentees time to plan and debrief about beginning teachers' next steps.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our teachers and administrators obtain a working knowledge of the current standards along with the structure and function of the curriculum guides for various subject areas. The administrative team support teachers and the instructional coach in utilizing the Florida Standards when developing lesson plans. In addition, the administrative team reviews and monitors the alignment of instruction to the lesson plan and standards frequently. PLCs and early release trainings by the Reading Coach and District Specialists focus on aligning instructional programs and materials to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In the classrooms, teachers analyze their data to drive their daily instruction. Teachers meet as a grade level for Professional Learning Communities and discuss the data from their students. Teachers also meet with Administrators and discuss data during Data Chats.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,350

After school Ramp-Up Camp for Math, Reading, & Writing enrichment. Students attended two days/week for 1 hour 15 minutes sessions.

Strategy Rationale

The enrichment helped to enhance classroom instruction. Students were invited to Ramp-Up Camp to help increase skills/strategies needed to be successful on the State Assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Knott, Janet, knottj@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State Assessment scores were analyzed for learning gains.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

KG teachers test all incoming Kindergarten students and based on data both informal and formal, students are grouped within their classrooms. Students may receive instruction one on one or in small groups with the teacher and receive additional instruction based on results of assessments. Chimney Lakes holds a Mini Magnet Fair Night for fifth graders transitioning into sixth grade. Students that will attend our Feeder Middle School attend a field trip to tour the school and get information to prepare them for middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in reading instruction on a daily basis. Targeted AMO Subgroups: Black (65%), Hispanic (78%), SWD (60%), and ED (69%)
- G2.** Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in math instruction on a daily basis. Targeted AMO Subgroups: Black (71%), Hispanic (84%), SWD (69%), and ED (72%).
- G3.** Chimney Lakes Elementary will increase the use of mechanics correctly in their writing (i.e. grammar, conventions, and spelling) on a daily basis.
- G4.** Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in science instruction on a daily basis.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in reading instruction on a daily basis. Targeted AMO Subgroups: Black (65%), Hispanic (78%), SWD (60%), and ED (69%) **1a**

 G043927

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal **2**

- Reading block
- Reading Coach
- Technology
- Florida Standards

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G1. **8**

Disaggregate Data

Person Responsible

V.Katrice Scott

Schedule

On 6/5/2015

Evidence of Completion

Data Chats and Classroom Data Notebooks

G2. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in math instruction on a daily basis. Targeted AMO Subgroups: Black (71%), Hispanic (84%), SWD (69%), and ED (72%). 1a

G043928

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0

Resources Available to Support the Goal 2

- Envisions Math Series and Math Investigations series
- Math block
- Technology
- Florida Standards

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Disaggregated Data

Person Responsible

V.Katrice Scott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data Chats and Data Notebooks

G3. Chimney Lakes Elementary will increase the use of mechanics correctly in their writing (i.e. grammar, conventions, and spelling) on a daily basis. 1a

G043929

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Reading Coach
- Technology
- Florida Standards

Targeted Barriers to Achieving the Goal 3

- Low SES impacts students' background knowledge/skills.
- Technology access
- Discipline

Plan to Monitor Progress Toward G3. 8

Disaggregate Data

Person Responsible

V.Katrice Scott

Schedule

On 6/5/2015

Evidence of Completion

Classroom Data Notebooks and Data Chats

G4. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in science instruction on a daily basis. 1a

G043930

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Florida Standards
- Technology

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

Disaggregate Data

Person Responsible

V.Katrice Scott

Schedule

On 6/5/2015

Evidence of Completion

Data Notebooks and Data Chats

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in reading instruction on a daily basis. Targeted AMO Subgroups: Black (65%), Hispanic (78%), SWD (60%), and ED (69%) **1**

 G043927

G1.B1 Low SES impacts students' background knowledge/skills **2**

 B107825

G1.B1.S1 Exposure to writing to explain within grade level texts in Reading. **4**

 S119247

Strategy Rationale

With exposure to text rich with writing to explain, students will increase their knowledge and skills.

Action Step 1 **5**

Teachers will include writing to explain in their daily lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walk-Through and Lesson Plan Review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observation Log and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School, district, and state assessments.

Person Responsible

V.Katrice Scott


Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebook

G1.B1.S2 Interactive Journals 4

 S119248

Strategy Rationale

Students practice writing to explain on a daily basis, both on their own and with teacher support.

Action Step 1 5

Teachers will include interactive journal activities incorporating writing to explain in lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans and interactive journals

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Student Interactive Journal Entries Review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Notes from interactive journal entries review or Student Work Protocol

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebooks

G1.B1.S3 Application and Assessment of writing to explain in reading. 4

 S119252

Strategy Rationale

Students will demonstrate their acquired skills/knowledge through their daily writing and on formative assessments.

Action Step 1 5

Teachers will assess students across content areas in writing to explain.

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom Assessment Scores

Person Responsible

Janet Knott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Grade books and Classroom Data Notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebook

G1.B2 Technology access 2

 B107826

G1.B2.S1 Access to technology 4

 S119253

Strategy Rationale

Students need access to technology to practice skills learned utilizing computer programs.

Action Step 1 5

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

Person Responsible

Gloria Muenzmay

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Class status printouts

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Class status printouts

Person Responsible

Janet Knott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data chat form

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Class Status Reports

Person Responsible

Janet Knott


Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Classroom Data Notebook

G1.B3 Lack of rigor and higher level questioning in the classroom 2

 B107827

G1.B3.S1 Teachers will model how to write to explain answers to higher level questions. 4

 S119254

Strategy Rationale

Students learn from teacher models to be able to implement learning.

Action Step 1 5

Teachers will include in their lesson plans the gradual release model to include writing to explain answers to higher level questions.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plan

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson Plans

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebook

G1.B3.S2 Implement student discussion groups to facilitate students learning through higher level questioning. 4

 S119256

Strategy Rationale

Students will enhance their learning from discussion to enrich their writing to explain with peers.

Action Step 1 5

Teachers will include student discussion groups in lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Lesson Plan Review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 9/29/2014 to 6/5/2015


Evidence of Completion

Classroom Data Notebook

G1.B4 Discipline 2

 B107828

G1.B4.S1 Minimize transition times when changing through specialized teams. 4

 S119257

Strategy Rationale

Less time spent transitioning will increase instructional time.

Action Step 1 5

Teachers will adhere to established schedule.

Person Responsible

Janet Knott

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Posted daily schedules.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Lesson Plan completion

Person Responsible

Janet Knott

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Reflection

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Lesson Plan completion

Person Responsible

Janet Knott

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Reflection

G1.B4.S2 Maximize instructional time through school-wide and district time frames. 4

 S119258

Strategy Rationale

Following the district time frames will ensure that the students are receiving the allotted instructional time.

Action Step 1 5

Develop engaging and rigorous lesson plans

Person Responsible

Janet Knott

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Classroom Walk-Through and Lesson Plan Review

Person Responsible

Janet Knott

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation of Classroom and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebooks

G1.B4.S3 Continue the implementation of Cheetah Bucks to reward positive behavior. 4

S119259

Strategy Rationale

Positive behavior in the classroom will increase student learning.

Action Step 1 5

Award Cheetah Bucks to students/classroom for positive behavior

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Cheetah Bucks displayed within classrooms

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

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

Person Responsible

Daryl Hill

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Decrease Student Referrals

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Referral Report

G1.B4.S4 Continue the implementation of Foundations/CHAMPS. 4

S119260

Strategy Rationale

Setting clear expectations maximizes instructional learning time.

Action Step 1 5

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

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Action Step 2 5

Utilize Foundations/CHAMPS within Lessons consistently

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Classroom Walk-Through and CHAMPS displayed within the classroom

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation Log

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Decrease in Student Referrals

Person Responsible

Daryl Hill


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Referral Report

G2. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in math instruction on a daily basis. Targeted AMO Subgroups: Black (71%), Hispanic (84%), SWD (69%), and ED (72%). 1

 G043928

G2.B1 Low SES impacts students' background knowledge/skill 2

 B107829

G2.B1.S1 Exposure to writing to explain within grade level texts in math. 4

 S119261

Strategy Rationale

With exposure to text rich with writing to explain students will increase their knowledge and skills.

Action Step 1 5

Teachers will include writing to explain in their daily lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walk-through and Lesson Plan Review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observation log and Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebooks

G2.B1.S2 Interactive journals 4

S119262

Strategy Rationale

Students practice writing to explain on a daily basis both on their own and with teacher support.

Action Step 1 5

Teachers will include Interactive journal activities incorporating writing to explain in lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans and Interactive journals

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Student Interactive Journal entries review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Notes from journal review or Student Work Protocol- Notes Form

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data Notebooks

G2.B1.S3 Application and Assessment of writing to explain in math. 4

 S123164

Strategy Rationale

Students will demonstrate their acquired skills/knowledge through their daily writing and on formative assessments.

Action Step 1 5

Teachers will assess students across content areas in writing to explain.

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom Assessment scores

Person Responsible

Janet Knott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Grade books and Classroom data notebooks

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

School, District, and State assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebooks

G2.B2 Lack of rigor and higher order questioning in the classroom 2

 B107831

G2.B2.S1 Teachers will model how to write to explain answers to higher level questions in math. 4

 S119267

Strategy Rationale

Students learn from teacher models to be able to implement learning.

Action Step 1 5

Teachers will include in their lesson plans the Gradual Release Model to include writing to explain answers to higher level questions.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plans

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data Notebook

G2.B2.S2 Implement student discussion groups to facilitate student learning through higher level questioning. 4

 S119269

Strategy Rationale

Students will learn enhance their learning from discussion to enrich their writing to explain.

Action Step 1 5

Teachers will include student discussion groups in lesson plans

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

lesson plan review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 9/29/2014 to 6/5/2015


Evidence of Completion

Classroom Data Notebooks

G2.B3 Discipline 2

 B107832

G2.B3.S1 Minimize transition times among specialization teams when changing classes 4

 S119270

Strategy Rationale

Less time spent transitioning will increase instructional time.

Action Step 1 5

Teachers will adhere to established schedule.

Person Responsible

Janet Knott

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Posted Daily Schedules

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plan completion

Person Responsible

Janet Knott

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plan reflection

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lesson Plan Completion

Person Responsible

Janet Knott

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Reflection

G2.B3.S2 Maximize instructional time through school-wide and district time frames 4

S119271

Strategy Rationale

Following the district time frames will ensure that the students are receiving the allotted instructional time.

Action Step 1 5

Develop engaging and rigorous lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans reflection

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Classroom walk-through and lesson plan review

Person Responsible

Janet Knott

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation of classroom and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data Notebooks

G2.B3.S3 Continue implementation of Cheetah Bucks to reward positive behavior 4

 S119272

Strategy Rationale

Positive behavior in the classroom will increase student learning.

Action Step 1 5

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

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Cheetah Bucks display within the classroom

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

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

Person Responsible

Daryl Hill

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Decrease in student referrals

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Referral report

G2.B3.S4 Continue implementation of Foundations/CHAMPs 4

 S119273

Strategy Rationale

Setting clear expectations maximizing instructional learning time.

Action Step 1 5

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

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Action Step 2 5

Utilize Foundations/CHAMPS within lessons consistently

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

Classroom walk-through and CHAMPs displayed within the classroom

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

Decrease in student referrals

Person Responsible

Daryl Hill


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Referral report

G2.B4 Technology access 2

 B107833

G2.B4.S1 Access to technology 4

 S119274

Strategy Rationale

Students need access to technology to practice skills learned utilizing computer programs.

Action Step 1 5

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

Person Responsible

Gloria Muenzmay

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Class status printout

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Class Status Printouts

Person Responsible

Janet Knott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data Chat form

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Class status reports

Person Responsible

Janet Knott


Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Data Notebooks


G3. Chimney Lakes Elementary will increase the use of mechanics correctly in their writing (i.e. grammar, conventions, and spelling) on a daily basis. 1

 G043929

G3.B1 Low SES impacts students' background knowledge/skills. 2

 B107834

G3.B1.S1 Exposure to writing to explain across all content areas. 4

 S119275

Strategy Rationale

With exposure to writing to explain across all content areas students will have opportunity to practice their use of mechanics correctly in their writing.

Action Step 1 5

Teachers will include writing to explain in their daily lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walk-through and lesson plan review

Person Responsible

Janet Knott

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observation Log and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

School, district, and State Assessments

Person Responsible

V.Katrice Scott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom Data Notebook

G3.B1.S2 Interactive Journals 4

S123191

Strategy Rationale

Students practice grammar and mechanics while writing to explain on a daily basis both on their own and with teacher support.

Action Step 1 5

Teachers will include interactive journal activities incorporating writing to explain in lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans and interactive journals

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Student interactive journal entries review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Notes from Interactive journal entries review or Student Work Protocol

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom data notebooks

G3.B1.S3 Application and Assessment of grammar and mechanics in writing to explain. 4

 S123193

Strategy Rationale

Students will demonstrate their acquired skills/knowledge of grammar and mechanics through their daily writing and on formative assessments.

Action Step 1 5

Teachers will assess students use of grammar and mechanics across content areas in writing to explain

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Classroom Assessment Scores

Person Responsible

Janet Knott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Grade books and classroom data notebooks

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Monthly, from 9/29/2014 to 6/5/2015


Evidence of Completion

Data Notebooks

G3.B2 Technology access 2

 B107835

G3.B2.S1 Access to technology 4

 S119276

Strategy Rationale

Students need access to technology to practice skills learned utilizing computer programs.

Action Step 1 5

Utilize classroom computers and laptop carts on a rotational basis to give students' computer access to writing programs

Person Responsible

Gloria Muenzmay

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Class Status printouts

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Class Status printouts

Person Responsible

Janet Knott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data chat form

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Class Status Reports

Person Responsible

Janet Knott


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Data notebook

G3.B3 Discipline 2

 B111741

G3.B3.S1 Continue the implementation of Cheetah Bucks to reward positive behavior. 4

 S123194

Strategy Rationale

Positive behavior in the classroom will increase student learning.

Action Step 1 5

Award Cheetah Bucks to students/classroom for positive behavior

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Cheetah Bucks displayed within classrooms

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

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

Person Responsible

Daryl Hill

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Decrease student referrals

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Referral Report

G3.B3.S2 Continue the implementation of Foundations/CHAMPS. 4

S123195

Strategy Rationale

Setting clear expectations maximizes instructional learning time.

Action Step 1 5

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

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Action Step 2 5

Utilize Foundations/CHAMPS within lessons consistently

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Classroom walk-through and CHAMPS displayed within the classroom

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Decrease in student referrrrals

Person Responsible

Daryl Hill


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Referral report


G4. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in science instruction on a daily basis. 1

 G043930

G4.B1 Low SES impacts students background knowledge/skills 2

 B107836

G4.B1.S1 Exposure to writing to explain within grade level text in Science 4

 S119277

Strategy Rationale

With exposure to text rich with writing to explain, students will increase their knowledge and skills.

Action Step 1 5

Teachers will include writing to explain in their daily lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom walk-through and lesson plan review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observation log and lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data Notebooks

G4.B1.S2 Interactive journals 4

S119278

Strategy Rationale

Students practice writing to explain on a daily basis, both on their own and with teacher support.

Action Step 1 5

Teachers will include interactive journal activities incorporating writing to explain in lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Science journals & Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Student Interactive Journal Entries Review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Notes from journal review or Student Work Protocol

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data Notebook

G4.B1.S3 Application and assessment of writing to explain in Science. 4

 S123177

Strategy Rationale

Students will demonstrate their acquired skills/ knowledge through their daily writing and on formative assessments.

Action Step 1 5

Teachers will assess students across content areas in writing to explain

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Classroom Assessment Scores

Person Responsible

Janet Knott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Grade books and classroom data notebooks

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 9/29/2014 to 6/5/2015


Evidence of Completion

Classroom Data Notebooks

G4.B2 Technology access 2

 B107837

G4.B2.S1 Access to technology 4

 S119279

Strategy Rationale

Students need access to technology to practice skills learned utilizing computer programs.

Action Step 1 5

Computer access to science programs by utilizing classroom computers and laptop carts on a rotational basis.

Person Responsible

Gloria Muenzmay

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Class Status Printout

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Class status printouts

Person Responsible

Janet Knott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data Chat Forms

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Class status reports

Person Responsible

Janet Knott


Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Data notebooks

G4.B3 Lack of rigor and higher level questioning in the classroom 2

 B107838

G4.B3.S1 Teachers will model how to write to explain answers to higher level questions. 4

 S119281

Strategy Rationale

Students learn from teacher models to be able to implement learning.

Action Step 1 5

Teachers will include in their lesson plans the gradual release model to include writing to explain answers to higher level questions.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Lesson Plans

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data Notebooks

G4.B3.S2 Implement student discussion groups to facilitate students' learning through higher level questioning. 4

 S119282

Strategy Rationale

Students will enhance their learning from discussion to enrich their writing to explain with peers.

Action Step 1 5

Teachers will include student discussion groups in lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Lesson Plan Review

Person Responsible

Janet Knott

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott

Schedule

Quarterly, from 9/29/2014 to 6/5/2015


Evidence of Completion

Data Notebook

G4.B4 Discipline 2

 B111731

G4.B4.S1 Minimize transition times when changing through specialized teams. 4

 S123179

Strategy Rationale

Less time spent transitioning will increase instructional time.

Action Step 1 5

Teachers will adhere to established schedule.

Person Responsible

Janet Knott

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Posted Daily Schedules

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Lesson Plan completion

Person Responsible

Janet Knott

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Reflection

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Lesson Plan Completion

Person Responsible

Janet Knott

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Reflection

G4.B4.S2 Maximize instructional time through school wide and district time frames. 4

 S123180

Strategy Rationale

Following the district time frames will ensure that the students are receiving the allotted instructional time.

Action Step 1 5

Teachers will develop engaging and rigorous lesson plans.

Person Responsible

Janet Knott

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Reflection

Plan to Monitor Fidelity of Implementation of G4.B4.S2 6

Classroom Walk-Through and Lesson Plan Review

Person Responsible

Janet Knott

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation of classroom and lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B4.S2 7

School, District, and State Assessments

Person Responsible

V.Katrice Scott


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data Notebooks

G4.B4.S3 Continue the implementation of Cheetah Bucks to reward positive behavior. 4

 S123182

Strategy Rationale

Positive behavior in the classroom will increase students' learning.

Action Step 1 5

Award Cheetah Bucks to Students/Classrooms for positive behaviors

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Cheetah Bucks displayed within the classroom.

Plan to Monitor Fidelity of Implementation of G4.B4.S3 6

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

Person Responsible

Daryl Hill

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of Implementation of G4.B4.S3 7

Decrease in student referrals

Person Responsible

Daryl Hill


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Referral report

G4.B4.S4 Continue the implementation of Foundations/CHAMPS 4

 S123183

Strategy Rationale

Setting clear expectations maximizes instructional learning time.

Action Step 1 5

Instruct students on what each letter represents and specific student expectations

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Action Step 2 5

Utilize foundations/CHAMPs within lessons consistently

Person Responsible

Daryl Hill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B4.S4 6

Classroom Walk-Through and CHAMPs displayed within the classroom.

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation Log

Plan to Monitor Effectiveness of Implementation of G4.B4.S4 7

Decrease in Student Referrals

Person Responsible

Daryl Hill

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Referral Report

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will include writing to explain in their daily lesson plans.	Knott, Janet	9/29/2014	Lesson plans	6/5/2015 weekly
G1.B1.S2.A1	Teachers will include interactive journal activities incorporating writing to explain in lesson plans.	Knott, Janet	9/29/2014	Lesson plans and interactive journals	6/5/2015 weekly
G1.B1.S3.A1	Teachers will assess students across content areas in writing to explain.	Knott, Janet	9/29/2014	Assessments	6/5/2015 monthly
G1.B2.S1.A1	Utilize classroom computers and laptop carts on a rotational basis to give students computer access to reading programs.	Muenzmay, Gloria	8/18/2014	Class status printouts	6/5/2015 daily
G1.B3.S1.A1	Teachers will include in their lesson plans the gradual release model to include writing to explain answers to higher level questions.	Knott, Janet	9/29/2014	Lesson Plan	6/5/2015 weekly
G1.B3.S2.A1	Teachers will include student discussion groups in lesson plans.	Knott, Janet	9/29/2014	Lesson plans	6/5/2015 weekly
G1.B4.S1.A1	Teachers will adhere to established schedule.	Knott, Janet	8/18/2014	Posted daily schedules.	6/5/2015 daily
G1.B4.S2.A1	Develop engaging and rigorous lesson plans	Knott, Janet	8/18/2014	Lesson Plans	6/5/2015 weekly
G1.B4.S3.A1	Award Cheetah Bucks to students/classroom for positive behavior	Hill, Daryl	8/18/2014	Cheetah Bucks displayed within classrooms	6/5/2015 daily
G1.B4.S4.A1	Instruct students in what each letter represents and specific student expectations for behavior	Hill, Daryl	8/18/2014	Lesson Plans	6/5/2015 daily
G2.B1.S1.A1	Teachers will include writing to explain in their daily lesson plans.	Knott, Janet	9/29/2014	Lesson plans	6/5/2015 weekly
G2.B1.S2.A1	Teachers will include Interactive journal activities incorporating writing to explain in lesson plans.	Knott, Janet	9/29/2014	Lesson plans and Interactive journals	6/5/2015 weekly
G2.B2.S1.A1	Teachers will include in their lesson plans the Gradual Release Model to	Knott, Janet	9/29/2014	lesson plans	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	include writing to explain answers to higher level questions.				
G2.B2.S2.A1	Teachers will include student discussion groups in lesson plans	Knott, Janet	9/29/2014	Lesson plans	6/5/2015 weekly
G2.B3.S1.A1	Teachers will adhere to established schedule.	Knott, Janet	8/18/2014	Posted Daily Schedules	6/5/2015 daily
G2.B3.S2.A1	Develop engaging and rigorous lesson plans.	Knott, Janet	8/18/2014	Lesson plans reflection	6/5/2015 weekly
G2.B3.S3.A1	Award "Cheetah Bucks" to students/ classrooms for positive behaviors	Hill, Daryl	8/18/2014	Cheetah Bucks display within the classroom	6/5/2015 daily
G2.B3.S4.A1	Instruct students on what each letter represents and specific student expectations.	Hill, Daryl	8/18/2014	Lesson Plans	6/5/2015 daily
G2.B4.S1.A1	Computer access to math programs by utilizing classroom computers and laptop carts on a rotational basis.	Muenzmay, Gloria	8/18/2014	Class status printout	6/5/2015 daily
G3.B1.S1.A1	Teachers will include writing to explain in their daily lesson plans.	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 weekly
G3.B2.S1.A1	Utilize classroom computers and laptop carts on a rotational basis to give students' computer access to writing programs	Muenzmay, Gloria	8/18/2014	Class Status printouts	6/5/2015 daily
G4.B1.S1.A1	Teachers will include writing to explain in their daily lesson plans.	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 weekly
G4.B1.S2.A1	Teachers will include interactive journal activities incorporating writing to explain in lesson plans.	Knott, Janet	9/29/2014	Science journals & Lesson plans	6/5/2015 weekly
G4.B2.S1.A1	Computer access to science programs by utilizing classroom computers and laptop carts on a rotational basis.	Muenzmay, Gloria	8/18/2014	Class Status Printout	6/5/2015 daily
G4.B3.S1.A1	Teachers will include in their lesson plans the gradual release model to include writing to explain answers to higher level questions.	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 weekly
G4.B3.S2.A1	Teachers will include student discussion groups in lesson plans.	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 weekly
G2.B1.S3.A1	Teachers will assess students across content areas in writing to explain.	Knott, Janet	9/29/2014	Assessments	6/5/2015 monthly
G4.B1.S3.A1	Teachers will assess students across content areas in writing to explain	Knott, Janet	9/29/2014	Assessments	6/5/2015 monthly
G4.B4.S1.A1	Teachers will adhere to established schedule.	Knott, Janet	8/18/2014	Posted Daily Schedules	6/5/2015 daily
G4.B4.S2.A1	Teachers will develop engaging and rigorous lesson plans.	Knott, Janet	8/18/2014	Lesson Plan Reflection	6/5/2015 weekly
G4.B4.S3.A1	Award Cheetah Bucks to Students/ Classrooms for positive behaviors	Hill, Daryl	8/18/2014	Cheetah Bucks displayed within the classroom.	6/5/2015 daily
G4.B4.S4.A1	Instruct students on what each letter represents and specific student expectations	Hill, Daryl	8/18/2014	Lesson Plans	6/5/2015 daily
G3.B1.S2.A1	Teachers will include interactive journal activities incorporating writing to explain in lesson plans.	Knott, Janet	9/29/2014	Lesson plans and interactive journals	6/5/2015 weekly
G3.B1.S3.A1	Teachers will assess students use of grammar and mechanics across content areas in writing to explain	Knott, Janet	9/29/2014	Assessments	6/5/2015 monthly
G3.B3.S1.A1	Award Cheetah Bucks to students/ classroom for positive behavior	Hill, Daryl	8/18/2014	Cheetah Bucks displayed within classrooms	6/5/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S2.A1	Instruct students in what each letter represents and specific student expectations for behavior	Hill, Daryl	8/18/2014	Lesson plans	6/5/2015 daily
G1.B4.S4.A2	Utilize Foundations/CHAMPS within Lessons consistently	Hill, Daryl	8/18/2014	Lesson Plans	6/5/2015 daily
G2.B3.S4.A2	Utilize Foundations/CHAMPS within lessons consistently	Hill, Daryl	8/18/2014	Lesson plans	6/5/2015 daily
G4.B4.S4.A2	Utilize foundations/CHAMPs within lessons consistently	Hill, Daryl	8/18/2014	Lesson Plans	6/5/2015 daily
G3.B3.S2.A2	Utilize Foundations/CHAMPS within lessons consistently	Hill, Daryl	8/18/2014	Lesson plans	6/5/2015 daily
G1.MA1	Disaggregate Data	Scott, V.Katrice	9/29/2014	Data Chats and Classroom Data Notebooks	6/5/2015 one-time
G1.B1.S1.MA1	School, district, and state assessments.	Scott, V.Katrice	9/29/2014	Classroom Data Notebook	6/5/2015 monthly
G1.B1.S1.MA1	Classroom Walk-Through and Lesson Plan Review	Knott, Janet	9/29/2014	Observation Log and Lesson Plans	6/5/2015 monthly
G1.B2.S1.MA1	Class Status Reports	Knott, Janet	8/18/2014	Classroom Data Notebook	6/5/2015 quarterly
G1.B2.S1.MA1	Class status printouts	Knott, Janet	8/18/2014	Data chat form	6/5/2015 quarterly
G1.B3.S1.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebook	6/5/2015 quarterly
G1.B3.S1.MA1	Lesson Plans	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 monthly
G1.B4.S1.MA1	Lesson Plan completion	Knott, Janet	8/18/2014	Lesson Plan Reflection	6/5/2015 monthly
G1.B4.S1.MA1	Lesson Plan completion	Knott, Janet	8/18/2014	Lesson Plan Reflection	6/5/2015 weekly
G1.B1.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebooks	6/5/2015 monthly
G1.B1.S2.MA1	Student Interactive Journal Entries Review	Knott, Janet	9/29/2014	Notes from interactive journal entries review or Student Work Protocol	6/5/2015 monthly
G1.B3.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebook	6/5/2015 quarterly
G1.B3.S2.MA1	Lesson Plan Review	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 monthly
G1.B4.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	8/18/2014	Classroom Data Notebooks	6/5/2015 quarterly
G1.B4.S2.MA1	Classroom Walk-Through and Lesson Plan Review	Knott, Janet	8/18/2014	Observation of Classroom and Lesson Plans	6/5/2015 monthly
G1.B1.S3.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebook	6/5/2015 quarterly
G1.B1.S3.MA1	Classroom Assessment Scores	Knott, Janet	9/29/2014	Grade books and Classroom Data Notebooks	6/5/2015 quarterly
G1.B4.S3.MA1	Decrease Student Referrals	Hill, Daryl	8/18/2014	Referral Report	6/5/2015 monthly
G1.B4.S3.MA1	Classroom Teachers turn in the Cheetah Bucks that the class earned for positive behaviors	Hill, Daryl	8/18/2014	Checklist	6/5/2015 quarterly
G1.B4.S4.MA1	Decrease in Student Referrals	Hill, Daryl	8/18/2014	Referral Report	6/5/2015 monthly
G1.B4.S4.MA1	Classroom Walk-Through and CHAMPS displayed within the classroom	Hill, Daryl	8/18/2014	Observation Log	6/5/2015 monthly
G2.MA1	Disaggregated Data	Scott, V.Katrice	9/29/2014	Data Chats and Data Notebooks	6/5/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebooks	6/5/2015 monthly
G2.B1.S1.MA1	Classroom walk-through and Lesson Plan Review	Knott, Janet	9/29/2014	Observation log and Lesson plans	6/5/2015 monthly
G2.B2.S1.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Data Notebook	6/5/2015 quarterly
G2.B2.S1.MA1	Lesson plans	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 monthly
G2.B3.S1.MA1	Lesson Plan Completion	Knott, Janet	8/18/2014	Lesson Plan Reflection	6/5/2015 monthly
G2.B3.S1.MA1	Lesson plan completion	Knott, Janet	8/18/2014	Lesson plan reflection	6/5/2015 weekly
G2.B4.S1.MA1	Class status reports	Knott, Janet	8/18/2014	Data Notebooks	6/5/2015 quarterly
G2.B4.S1.MA1	Class Status Printouts	Knott, Janet	8/18/2014	Data Chat form	6/5/2015 quarterly
G2.B1.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Data Notebooks	6/5/2015 monthly
G2.B1.S2.MA1	Student Interactive Journal entries review	Knott, Janet	9/29/2014	Notes from journal review or Student Work Protocol- Notes Form	6/5/2015 monthly
G2.B2.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebooks	6/5/2015 quarterly
G2.B2.S2.MA1	lesson plan review	Knott, Janet	9/29/2014	Lesson plans	6/5/2015 monthly
G2.B3.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	8/18/2014	Data Notebooks	6/5/2015 quarterly
G2.B3.S2.MA1	Classroom walk-through and lesson plan review	Knott, Janet	8/18/2014	Observation of classroom and lesson plans	6/5/2015 monthly
G2.B3.S3.MA1	Decrease in student referrals	Hill, Daryl	8/18/2014	Referral report	6/5/2015 monthly
G2.B3.S3.MA1	Classroom teachers turn in "Cheetah Bucks" the class earned for positive behaviors.	Hill, Daryl	8/18/2014	Checklist	6/5/2015 quarterly
G2.B1.S3.MA1	School, District, and State assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebooks	6/5/2015 quarterly
G2.B1.S3.MA1	Classroom Assessment scores	Knott, Janet	9/29/2014	Grade books and Classroom data notebooks	6/5/2015 quarterly
G2.B3.S4.MA1	Decrease in student referrals	Hill, Daryl	8/18/2014	Referral report	6/5/2015 monthly
G2.B3.S4.MA1	Classroom walk-through and CHAMPs displayed within the classroom	Hill, Daryl	8/18/2014	Observation log	6/5/2015 monthly
G3.MA1	Disaggregate Data	Scott, V.Katrice	9/29/2014	Classroom Data Notebooks and Data Chats	6/5/2015 one-time
G3.B1.S1.MA1	School, district, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebook	6/5/2015 monthly
G3.B1.S1.MA1	Classroom walk-through and lesson plan review	Knott, Janet	9/29/2014	Observation Log and lesson plans	6/5/2015 biweekly
G3.B2.S1.MA1	Class Status Reports	Knott, Janet	8/18/2014	Classroom Data notebook	6/5/2015 quarterly
G3.B2.S1.MA1	Class Status printouts	Knott, Janet	8/18/2014	Data chat form	6/5/2015 quarterly
G3.B3.S1.MA1	Decrease student referrals	Hill, Daryl	8/18/2014	Referral Report	6/5/2015 monthly
G3.B3.S1.MA1	Classroom teachers turn in the Cheetah Bucks that the class earned for positive behaviors	Hill, Daryl	8/18/2014	Checklist	6/5/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom data notebooks	6/5/2015 monthly
G3.B1.S2.MA1	Student interactive journal entries review	Knott, Janet	9/29/2014	Notes from Interactive journal entries review or Student Work Protocol	6/5/2015 monthly
G3.B3.S2.MA1	Decrease in student referrrals	Hill, Daryl	8/18/2014	Referral report	6/5/2015 monthly
G3.B3.S2.MA1	Classroom walk-through and CHAMPS displayed within the classroom	Hill, Daryl	8/18/2014	Observation log	6/5/2015 monthly
G3.B1.S3.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Data Notebooks	6/5/2015 monthly
G3.B1.S3.MA1	Classroom Assessment Scores	Knott, Janet	9/29/2014	Grade books and classroom data notebooks	6/5/2015 quarterly
G4.MA1	Disaggregate Data	Scott, V.Katrice	9/29/2014	Data Notebooks and Data Chats	6/5/2015 one-time
G4.B1.S1.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Data Notebooks	6/5/2015 monthly
G4.B1.S1.MA1	Classroom walk-through and lesson plan review	Knott, Janet	9/29/2014	Observation log and lesson plans	6/5/2015 monthly
G4.B2.S1.MA1	Class status reports	Knott, Janet	8/18/2014	Data notebooks	6/5/2015 quarterly
G4.B2.S1.MA1	Class status printouts	Knott, Janet	8/18/2014	Data Chat Forms	6/5/2015 quarterly
G4.B3.S1.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Data Notebooks	6/5/2015 quarterly
G4.B3.S1.MA1	Lesson Plans	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 monthly
G4.B4.S1.MA1	Lesson Plan Completion	Knott, Janet	8/18/2014	Lesson Plan Reflection	6/5/2015 monthly
G4.B4.S1.MA1	Lesson Plan completion	Knott, Janet	8/18/2014	Lesson Plan Reflection	6/5/2015 weekly
G4.B1.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Data Notebook	6/5/2015 monthly
G4.B1.S2.MA1	Student Interactive Journal Entries Review	Knott, Janet	9/29/2014	Notes from journal review or Student Work Protocol	6/5/2015 monthly
G4.B3.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Data Notebook	6/5/2015 quarterly
G4.B3.S2.MA1	Lesson Plan Review	Knott, Janet	9/29/2014	Lesson Plans	6/5/2015 monthly
G4.B4.S2.MA1	School, District, and State Assessments	Scott, V.Katrice	8/18/2014	Data Notebooks	6/5/2015 quarterly
G4.B4.S2.MA1	Classroom Walk-Through and Lesson Plan Review	Knott, Janet	8/18/2014	Observation of classroom and lesson plans	6/5/2015 monthly
G4.B1.S3.MA1	School, District, and State Assessments	Scott, V.Katrice	9/29/2014	Classroom Data Notebooks	6/5/2015 quarterly
G4.B1.S3.MA1	Classroom Assessment Scores	Knott, Janet	9/29/2014	Grade books and classroom data notebooks	6/5/2015 quarterly
G4.B4.S3.MA1	Decrease in student referrals	Hill, Daryl	8/18/2014	Referral report	6/5/2015 monthly
G4.B4.S3.MA1	Classroom teachers turn in Cheetah Bucks the class earned for positive behaviors	Hill, Daryl	8/18/2014	Checklist	6/5/2015 quarterly
G4.B4.S4.MA1	Decrease in Student Referrals	Hill, Daryl	8/18/2014	Referral Report	6/5/2015 monthly
G4.B4.S4.MA1	Classroom Walk-Through and CHAMPS displayed within the classroom.	Hill, Daryl	8/18/2014	Observation Log	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in reading instruction on a daily basis. Targeted AMO Subgroups: Black (65%), Hispanic (78%), SWD (60%), and ED (69%)

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

G1.B1.S1 Exposure to writing to explain within grade level texts in Reading.

PD Opportunity 1

Teachers will include writing to explain in their daily lesson plans.

Facilitator

District specialists

Participants

Classroom teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G1.B1.S2 Interactive Journals

PD Opportunity 1

Teachers will include interactive journal activities incorporating writing to explain in lesson plans.

Facilitator

District specialists

Participants

Classroom teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G1.B1.S3 Application and Assessment of writing to explain in reading.

PD Opportunity 1

Teachers will assess students across content areas in writing to explain.

Facilitator

District specialists

Participants

Classroom teachers

Schedule

Monthly, from 9/29/2014 to 6/5/2015

G1.B2 Technology access

G1.B2.S1 Access to technology

PD Opportunity 1

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

Facilitator

District specialists and technology trainers.

Participants

Classroom teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

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

G1.B3.S1 Teachers will model how to write to explain answers to higher level questions.

PD Opportunity 1

Teachers will include in their lesson plans the gradual release model to include writing to explain answers to higher level questions.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G1.B3.S2 Implement student discussion groups to facilitate students learning through higher level questioning.

PD Opportunity 1

Teachers will include student discussion groups in lesson plans.

Facilitator

District specialists

Participants

Classroom teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G1.B4 Discipline

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

PD Opportunity 1

Utilize Foundations/CHAMPS within Lessons consistently

Facilitator

Daryl Hill

Participants

Classroom Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G2. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in math instruction on a daily basis. Targeted AMO Subgroups: Black (71%), Hispanic (84%), SWD (69%), and ED (72%).

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

G2.B1.S1 Exposure to writing to explain within grade level texts in math.

PD Opportunity 1

Teachers will include writing to explain in their daily lesson plans.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G2.B1.S2 Interactive journals

PD Opportunity 1

Teachers will include Interactive journal activities incorporating writing to explain in lesson plans.

Facilitator

District Specialist

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G2.B1.S3 Application and Assessment of writing to explain in math.

PD Opportunity 1

Teachers will assess students across content areas in writing to explain.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Monthly, from 9/29/2014 to 6/5/2015

G2.B2 Lack of rigor and higher order questioning in the classroom

G2.B2.S1 Teachers will model how to write to explain answers to higher level questions in math.

PD Opportunity 1

Teachers will include in their lesson plans the Gradual Release Model to include writing to explain answers to higher level questions.

Facilitator

District Staff

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G2.B2.S2 Implement student discussion groups to facilitate student learning through higher level questioning.

PD Opportunity 1

Teachers will include student discussion groups in lesson plans

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G2.B3 Discipline

G2.B3.S4 Continue implementation of Foundations/CHAMPS

PD Opportunity 1

Utilize Foundations/CHAMPS within lessons consistently

Facilitator

Daryl Hill

Participants

Classroom Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G2.B4 Technology access

G2.B4.S1 Access to technology

PD Opportunity 1

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

Facilitator

District Specialist and Technology trainers

Participants

Classroom Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G3. Chimney Lakes Elementary will increase the use of mechanics correctly in their writing (i.e. grammar, conventions, and spelling) on a daily basis.

G3.B1 Low SES impacts students' background knowledge/skills.

G3.B1.S1 Exposure to writing to explain across all content areas.

PD Opportunity 1

Teachers will include writing to explain in their daily lesson plans.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G3.B1.S2 Interactive Journals

PD Opportunity 1

Teachers will include interactive journal activities incorporating writing to explain in lesson plans.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G3.B1.S3 Application and Assessment of grammar and mechanics in writing to explain.

PD Opportunity 1

Teachers will assess students use of grammar and mechanics across content areas in writing to explain

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Monthly, from 9/29/2014 to 6/5/2015

G3.B2 Technology access

G3.B2.S1 Access to technology

PD Opportunity 1

Utilize classroom computers and laptop carts on a rotational basis to give students' computer access to writing programs

Facilitator

District Specialists and Technology Trainers

Participants

Classroom Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G3.B3 Discipline

G3.B3.S2 Continue the implementation of Foundations/CHAMPs.

PD Opportunity 1

Utilize Foundations/CHAMPS within lessons consistently

Facilitator

Daryl Hill

Participants

Classroom teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G4. Chimney Lakes Elementary will increase the effectiveness with which all teachers will incorporate writing to explain in science instruction on a daily basis.

G4.B1 Low SES impacts students background knowledge/skills

G4.B1.S1 Exposure to writing to explain within grade level text in Science

PD Opportunity 1

Teachers will include writing to explain in their daily lesson plans.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G4.B1.S2 Interactive journals

PD Opportunity 1

Teachers will include interactive journal activities incorporating writing to explain in lesson plans.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G4.B1.S3 Application and assessment of writing to explain in Science.

PD Opportunity 1

Teachers will assess students across content areas in writing to explain

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Monthly, from 9/29/2014 to 6/5/2015

G4.B2 Technology access

G4.B2.S1 Access to technology

PD Opportunity 1

Computer access to science programs by utilizing classroom computers and laptop carts on a rotational basis.

Facilitator

District Specialists and technology trainers

Participants

Classroom teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G4.B3 Lack of rigor and higher level questioning in the classroom

G4.B3.S1 Teachers will model how to write to explain answers to higher level questions.

PD Opportunity 1

Teachers will include in their lesson plans the gradual release model to include writing to explain answers to higher level questions.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G4.B3.S2 Implement student discussion groups to facilitate students' learning through higher level questioning.

PD Opportunity 1

Teachers will include student discussion groups in lesson plans.

Facilitator

District Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G4.B4 Discipline

G4.B4.S4 Continue the implementation of Foundations/CHAMPS

PD Opportunity 1

Utilize foundations/CHAMPs within lessons consistently

Facilitator

Daryl Hill

Participants

Classroom Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0