Chapel Trail ES (2961)

School Improvement Plan (SIP)

School Info

Board Approved

The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2018 - 2019)   A
Title 1 School   No
Differentiated Accountability (DA)   No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLC	Monday		9/16/2019 - 5/4/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2017-2018					
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	126	14.00	0.00	0.00	0.00	0.00
01	134	5.00	0.00	0.00	0.00	0.00
02	129	16.00	0.00	0.00	0.00	1.00
03	126	6.00	0.00	0.00	15.00	5.00
04	151	7.00	0.00	0.00	18.00	14.00
05	151	6.00	1.00	0.00	11.00	10.00

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

Students identified through BASIS, BAS, iReady or teacher assessment in need of intervention are referred to CPST. The CPST team and the classroom teacher discuss early warning indicators and the need for additional assessments to identify learning gaps, and decide on an appropriate intervention based on student needs and the Decision Tree. Data is collected for a period of 6-8 weeks, the CPST reconvenes and student progress is monitored and shared

with the parents. If insufficient progress is made, Tier 3 Intervention are implemented and again monitored in 6-8 weeks to determine if the student is making adequate progress toward their goal.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/24/2019 - 5/26/2020	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Chapel-Trail-ES-SAC-Composition.pdf	October	None	10/25/2019
SAC10-8-19.pdf	October	Developed	10/22/2019
20191010085916164.pdf	October	Monitored	10/10/2019
Dates-of-School-Advisory-Council.pdf	October	None	10/10/2019
2961_10022019_SAC-Meeting-Septemeber.pdf-(1).pdf	September	Developed	10/8/2019
2961_10022019_SAC9-17-2019.pdf	September	Developed	10/8/2019
SAC-ByLaws.html	October	SAC ByLaws	10/7/2019
20191002074942465-(1).pdf	September	Developed	10/2/2019

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

Goals

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

The school's administration, the Literacy Coach, and the classroom teacher are responsible for ensuing that classroom instruction is aligned to grade-level standards. Data is collected in both formal (iObservation) and informal classroom walkthroughs, teacher lesson plans.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

The Principal collects monthly progress monitoring data from teachers (Classroom assessments or School City Assessments). Students in grades K-3 and students in grades 4 & 5 that scored a level 1 on the FSA Reading assessment are administered the Benchmark Assessment (BAS) three times a year. All students in grades K-5 are administered three Reading Diagnostics assessments 3x a year. Students in grades 2-5 are also administered Standards Mastery assessments using iReady. This data is reviewed by classroom teachers during grade level PLC meetings and data chats with Administration.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

The MTSS team meets twice a month to review the needs of students not meeting individual and grade level goals and to assist teachers in choosing the best intervention to meet the student's needs in alignment with the Reading Decision Chart.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Targeted supplemental intervention for Tier 2 students are provided by the classroom teacher. Resources include Write in Reader, Literacy Toolkit, Reading Tool Kit, Imagine Learning,, Intensive Skills ans Strategies. Interventions are provided in small group 3 times a week.
Tier 3 students receive interventions 5 times a week using a resource that addresses their specific needs.
ESE students receive services by the ESE provider using Wilson Fundations, WIlson Reading, and Write in Reader.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers at the school have attended In-house professional development in how to deliver quality Tier 1 instruction to all students and to provide deliberate differentiation as needed. (UDL) All teachers that teach reading have been trained in BAS administration and in using BAS data to plan small group instruction and to select goals using the Literacy Continuum. Teachers have also received in-house professional training on Balanced Literacy. Additionally teachers are encouraged to participate in District trainings such as DBQ, Small Group Guided Reading, Differentiated ,m Responsive Literacy Instruction etc.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

ELL students that are an A1 or LY1 utilize Imagine Learning Online program to increase their English Language acquisition. ESOL students participate in full inclusion or Dual Language classes and are exposed to the same curriculum and experiences as non ELL students in an effort to increase their English vocabulary. ELL students are provide a dictionary in their home language and instructed in how to use it. All ELL students are given opportunities to write across the curriculum so that they can perform on the writing portion of ACCESS.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
ESE Specialist, Support Facilitator and Administration will work closely with the classroom ELA teachers and monitor the ESE students' progress continuously.	ESE Specialist, Support Facilitator and Administration	7/1/2020	Our ESE Specialist will attend monthly district meetings and disseminate strategies to our Support Facilitator and ELA teachers.	n/a
Teachers are implementing balanced literacy instruction within the ELA Reading block. Students are using iReady to help close learning gaps. The lowest 25% of students in grades 3-5 will be invited to FSA Reading Camp.	Classroom teachers, Literacy Coach, and administration.	7/1/2020	Literacy Coach will attend monthly trainings and will then train classroom ELA teachers.	n/a