

Chimneyrock Elementary School Annual Plan (2024 - 2025)

Last Modified at Sep 20, 2024 04:30 PM CDT

[G 1] Reading/Language Arts

On TCAP, Chimneyrock will show an increase of 10% in ELA on track and mastery proficiency rates in all grades from 30.3% in 2023 to 40.30% of 2025 measured on the state assessment.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

IReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Implementations**</p> <p>-Weekly Lesson Plan Checklist</p> <p>-Daily Informal Walkthroughs using the High Impact Strategy Tool</p> <p>-Weekly collaborative planning agendas and sign ins</p>	<p>[A 1.1.1] Support Rich Learning Environment -To secure supplies, materials, equipment, and support for academic success.</p>	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula-Instructional Facilitator/ K-2 Math Lead	05/23/2025		

<p>-Quarterly student grading reports (report cards)</p> <p>**Effectiveness**</p> <p>-The weekly lesson plan checklist reflects that at least 95-100 percentage of teachers are providing students with fair, equitable, and quality instruction.</p> <p>-Using the daily High Impact Strategy Tool to reflects students instruction will demonstrate that good 1st teaching is occurs in 100% of the classrooms.</p> <p>-Weekly collaborative planning through PLC meetings will reflect best practices and strategies that align to the standards at 100%.</p> <p>-Students grading reports (report cards) each 9 weeks will indicate 2%</p>					
	<p>[A 1.1.2] Building Teacher Capacity</p> <p>-Teachers will gain clarity of focus standards through an examination of the skills, concepts and big ideas that are address during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction. The highest levels of learning occur when teachers have effectively planned and implemented standards-based instruction using research-based instructional strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>	<p>05/23/2025</p>		

	<p>[A 1.1.3] New Teacher Mentor Sessions Novice and struggling teachers will receive support with instruction, assessments, classroom management, and other components to improve student achievement levels. Proper directives over the above components will be presented and discussions will take place to encourage educators to strive and thrive to become better teacher leaders. The New Teacher Mentor Sessions take place every other week during the 24-25 SY.</p>	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead	04/25/2025		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementations**</p> <p>-Monthly Transcripts from the Memphis Shelby County School PLZ (Professional Learning Portal)</p> <p>-Weekly Collaborative Planning agendas and sign ins</p> <p>-Monthly professional development agenda and minutes</p>	<p>[A 1.2.1] Professional Learning Communities -Teachers will have opportunities to attend weekly professional learning communities as grade levels to learn best practices, share knowledge, improve teaching and learning, and to track data by showing if students master standards.</p> <p>-Teachers will have many opportunities to fill out need surveys to inform the admin of instructional support that is needed.</p>	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead	05/16/2025		

<p>**Effectiveness**</p> <p>-The monthly transcripts reflects 100% of the teachers professional developments participation</p> <p>-Weekly collaborative planning will reflect best practices and strategies that align to the standards at 100%.</p> <p>-Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%</p>					
	<p>[A 1.2.2] Improve Student Achievement in Reading Language Arts</p> <p>Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in Reading/Language Arts. District level literacy professional development will be promoted to the faculty and staff which supports the curriculum and Reading/Language Arts instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard.</p> <p>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Educators and/or the admin team will attend district trainings as well as out of town professional developments to improve student achievement</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>	<p>05/16/2025</p>		
	<p>[A 1.2.3] Deliberate Practice</p> <p>Teachers will have many opportunities to conduct</p>	<p>Ms. Andrews-Princi</p>	<p>05/02/2025</p>		

	<p>deliberate practice among their peers. Teachers will highlight glows and grows as feedback to each other. This task will assist with teachers learning new strategies, methods, and pedagogy from their colleagues. Teachers collaborating and building relationships with one another is a step in the right direction to improve student achievement.</p>	<p>pal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>			
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementations**</p> <p>-Weekly RTI Fidelity Check Tool</p> <p>-Monthly RTI Data Team Meeting Tool</p> <p>-Progress Monitoring Tool (Tier 2- Bi Weekly, Tier 3-Weekly)</p> <p>**Effectiveness**</p> <p>-The weekly RTI Fidelity Check Tool is used to ensure that 100% of teachers are implementing RTI 2 100% of the schedule time.</p>	<p>[A 1.3.1] Providing Additional Supports for Struggling Students All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30 minutes and having additional time using the computer intervention software programs, IReady for Mathematics and Literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>	05/23/2025		

<p>-The monthly RTI Data Team Meeting Tool is utilized to make sure 100% of the Tier 2 and 3 students are receiving extra support and monitors the students progress of their deficient areas.</p> <p>-The Progress Monitoring Tool is used to monitor progress levels of students that receive Tier 2 (bi weekly) and 3 (weekly) intervention at 100%.</p>	<p>The Extended Learning Program will be implemented for the tested grades.</p> <p>Recruit, retain, and hire highly effective teachers in ELA</p>				
	<p>[A 1.3.2] Small Group Instruction All K-5 teachers will work with students in small groups by differentiating the instruction to meet the student personalized learning needs. As the teacher work with a small group at the teacher table, the other students will work in station rotations such as comprehension, writing, vocabulary, grammar and/or foundational skills. This small group instruction is based off the standard utilized during whole group instruction. If a child needs more support, he or she will be asked to go to the teacher table for extra support.</p>	Crystal Andrews, Principal	05/23/2025		
	<p>[A 1.3.3] Individualized Online Learning Teachers will select online individualized learning lessons based on standards that are marked as area of improvements. Teachers will utilize the IReady or IXL portal to select the students target lessons. This action will occur during the week outside of the whole group instruction time.</p>	Crystal Andrews, Principal	05/09/2025		

[G 2] Mathematics

On TCAP, Chimneyrock will show an increase of 10% in Math on track and mastery proficiency rates in all grades from 27.7% in 2023 to 37.7% of 2025 measured on the state assessment.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

IReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementations**</p> <p>-Weekly Lesson Plan Checklist</p> <p>-Daily Informal Walkthroughs using the High Impact Strategy Tool</p> <p>-Weekly collaborative planning agendas and sign ins</p> <p>-Quarterly student grading reports (report cards)</p> <p>**Effectiveness**</p> <p>-The weekly lesson plan checklist reflects that at least 95-100 percentage of teachers are providing students with fair, equitable, and quality instruction.</p> <p>-Using the daily High Impact Strategy Tool to reflects students instruction will demonstrate that good 1st teaching is occurring in 100% of the classrooms.</p> <p>-Weekly collaborative planning through PLC meetings will reflect best practices and strategies</p>	<p>[A 2.1.1] Support Rich Learning Environment To secure supplies, materials, equipment, and support for academic success.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>	<p>05/23/2025</p>		

that align to the standards at 100%.					
-Students grading reports (report cards) each 9 weeks will indicate 2% increase					
	<p>[A 2.1.2] Building Teacher Capacity</p> <p>Teachers will gain clarity of focus standards through an examination of the skills, concepts and big ideas that are address during their grade level planning meetings. Grade levels will review the assessment data that is available of TCAP assessments in order to determine the target skills to address during intervention and core instruction. The highest levels of learning occur when teachers have effectively planned and implemented standards-based instruction using research-based instructional strategies and communicated clearly with students the objective of learning. By unwrapping the standards, teachers can ensure that they are focusing on the same learning targets that are contained with the standard.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula-Instructional Facilitator/ K-2 Math Lead</p>	05/23/2025		
	<p>[A 2.1.3] New Teacher Mentor Sessions</p> <p>Novice and struggling teachers will receive support with instruction, assessments, classroom management, and other components to improve student achievement levels. Proper directives over the above components will be presented and discussions will take place to encourage educators to strive and thrive to become better teacher leaders. The New Teacher Mentor Sessions take place every other week during the 24-25 SY.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula-Instructional Facilitator/ K-2 Math Lead</p>	04/25/2025		

<p>[S 2.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementations**</p> <p>-Monthly Transcripts from the Memphis Shelby County School PLZ (Professional Learning Portal)</p> <p>-Weekly Collaborative Planning agendas and sign ins</p> <p>-Monthly professional development agenda and minutes</p> <p>**Effectiveness**</p> <p>-The monthly transcripts reflects 100% of the teachers professional developments participation.</p> <p>-Weekly collaborative planning will reflect best practices and strategies that align to the standards at 100%.</p> <p>-Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p>	<p>[A 2.2.1] Professional Learning Communities -Teachers will have opportunities to attend weekly professional learning communities as grade levels to learn best practices, share knowledge, improve teaching and learning, and to track data by showing if students master standards.</p> <p>-Teachers will have many opportunities to fill out need surveys to inform the admin of instructional support that is needed.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>	<p>05/30/2025</p>		
	<p>[A 2.2.2] Improve Student Achievement in Mathematics Professional development will be provided at the school level to address the standards and how to construct an effective, standard-based objective in order to improve student achievement in</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI</p>	<p>05/16/2025</p>		

	<p>Mathematics. District level literacy professional development will be promoted to the faculty and staff which supports the curriculum and Mathematic instruction. Also, administration and teachers will conduct frequent standard analysis to determine ongoing instructional practice for each non-mastery standard.</p> <p>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Educators and/or the admin team will attend district trainings as well as out of town professional developments to improve student achievement</p>	<p>Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>			
	<p>[A 2.2.3] Deliberate Practice Teachers will have many opportunities to conduct deliberate practice among their peers in Collaborative Planning, PLC meetings, and/or in the New Teacher Mentor Sessions. Teachers will highlight glows and grows as feedback to each other. This task will assist with teachers learning new strategies, methods, and pedagogy from their colleagues. Teachers collaborating and building relationships with one another is a step in the right direction to improve student achievement.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>	05/02/2025		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve</p>	<p>[A 2.3.1] Providing Additional Supports for Struggling Students All students in grades kindergarten through fifth grade will be administered a formative assessment three times a year in order to determine their progress in Reading and Mathematics. Students</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI</p>	05/23/2025		

<p>student achievement.</p> <p>** **</p> <p>Benchmark Indicator</p> <p>**Implementations**</p> <p>-Weekly RTI Fidelity Check Tool</p> <p>-Monthly RTI Data Team Meeting Tool</p> <p>-Progress Monitoring Tool (Tier 2- Bi Weekly, Tier 3-Weekly)</p> <p>**Effectiveness**</p> <p>-The weekly RTI Fidelity Check Tool is used to ensure that 100% of teachers are implementing RTI 2 100% of the schedule time.</p> <p>-The monthly RTI Data Team Meeting Tool is utilized to make sure 100% of the Tier 2 and 3 students are receiving extra support and monitors the students progress of their deficient areas.</p> <p>-The Progress Monitoring Tool is used to monitor progress levels of students that receive Tier 2 (bi weekly) and 3 (weekly) intervention at 100%.</p> <p>** **</p>	<p>who are determined to be in the lower 15% will then be administered another assessment in order to determine their Tier level of 2 or 3. The students who are identified as Tier 2 will have additional support in their area of highest need based on the assessments. They will be provided extra support during small group instruction twice a week for 30 minutes and having additional time using the computer intervention software programs, IReady for Mathematics and Literacy. The students who are identified as Tier 3 will have additional small group instruction 3 times a week, totaling 135 minutes, and have additional sessions using the computer intervention software programs, based on their academic needs. Progress monitoring will be maintained and monitored. The RTI2 Data team will monitor and adjust intervention plans as needed for the students based on their progress. The school psychologist is assisting with the RTI2 process.</p> <p>The Extended Learning Program will be implemented for the tested grades.</p> <p>Recruit, retain, and hire highly effective teachers in Mathematics</p>	<p>Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>			
	<p>[A 2.3.2] Small Group Instruction</p> <p>All K-5 teachers will work with students in small groups by differentiating the instruction to meet the students personalized learning needs. As the teacher works with a small group at the teacher table, the other students will work in station rotations such as comprehension, writing, vocabulary, grammar and/or foundational skills. This small group instruction is based off the standard utilized during whole group instruction. If</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr.</p>	05/23/2025		

	a child needs more support, he or she will be asked to go to the teacher's table for extra support.	Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead			
	[A 2.3.3] Individualized Online Learning Teachers will select online individualized learning lessons based on standards that are marked as areas of improvement. Teachers will utilize the IReady or IXL portal to select the students target lessons. This action will occur during the week outside of the whole group instruction time.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead	05/09/2025		

[G 3] Safe and Healthy Students

Chimneyrock Elementary will decrease chronic absenteeism by 5% from 22-23 SY of 23.4% to 18.4% for the 24-25 school year.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports	[A 3.1.1] Collaborative Conversations To Decrease Absenteeism	Ms. Andrews-Princi	05/16/2025		

<p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementation**</p> <p>-20 Day Attendance Report Tool</p> <p>-Daily Chronic Absenteeism Report Tool</p> <p>-Daily Absence Rate Tool</p> <p>**Effectiveness**</p> <p>-The 20 Day Attendance Report Tools reflects 100% of students attendance in intervals</p> <p>-The Daily Chronic Absenteeism Report Tool reflects 100% of At Risk Students attendance rates</p> <p>-The Daily Absence Rate Tool reflects a 100% of the number of students that are not present</p>	<p>The school's admin team, the attendance specialist, secretaries and counselors work collaboratively to identity common trends and patterns of chronic absenteeism to gain strategies to move forward to encourage parents to bring the students to school daily.</p>	<p>pal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>			
	<p>[A 3.1.2] Promote 100% Attendance Implement activities school-wide and by classrooms in order to promote and encourage student attendance. During afternoon announcements, recognize the classrooms that have 100% attendance for the day. Classroom teachers will promote the importance of attendance and recognize students who attend school regularly. When students are absent for consecutive days, the parent/guardian will be contacted about the importance of student attendance and how it impacts student achievement. We will have monthly attendance celebrations for students who have perfect attendance each month</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula-</p>	05/23/2025		

		Instructional Facilitator/ K-2 Math Lead			
	<p>[A 3.1.3] After School Tutoring Program Providing students with extra support in the subject areas of ELA and Mathematics on Tuesday and Thursday afternoons will promote students to come to school. Parents will try to make sure the students are at school on the above days to ensure the scholars receive help in the above content areas. The After School Program is from 3:30-5:00 pm from September 17, 2024 to April 10, 2025.</p>	Dr. Sebrina Patton-PLC Coach/K-5 ELA Lead	04/10/2025		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Implementations**</p> <p>-20 Day Attendance Reports</p> <p>-20 Day Suspension Reports</p> <p>-Weekly Collaborative Planning agendas and sign ins</p> <p>**Effectiveness**</p> <p>-20 day attendance report will reflect a 5% decrease in the number of students absent from school.</p> <p>-20 day suspension reports will reflect 5% decrease in the students suspension rates.</p>	<p>[A 3.2.1] Collaborative Conversations To Decrease Absenteeism The admin team, attendance specialist, secretaries, and counselors will collaborate to make sure all attendance compliance measures are met for the school. Additionally, teachers will assist by asking parents to send in notes or text messages if the student is ill. The school will encourage parents to send students to school because attendance matters most. Students cannot be taught if they are not at school in a learning environment.</p>	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead	05/16/2025		

-Weekly collaborative planning will reflect best practices and strategies that align to the standards at 100%					
	<p>[A 3.2.2] Professional Development</p> <p>Professional Development will be provided at a district and school level. During In service teachers develop their classroom management plans and routines that aid in creating a positive classroom environment. These systems help to lessen the behavior problems and disciplinary actions.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula-Instructional Facilitator/ K-2 Math Lead</p>	05/30/2025		
	<p>[A 3.2.3] McKinney Vento Training for Faculty and Staff</p> <p>The McKinney Vento Training is designed to ensure that every child and youth experiencing homelessness is successful in school, from kindergarten through fifth grade here at Chimneyrock Elementary School. Homeless students must have equal access to the same free appropriate public education as provided to other students.</p>	<p>Dr. Sebrina Patton-PLC Coach/K-5 ELA Lead, Mr. Mikula-Instructional Facilitator/K-2 Math Lead</p>	10/01/2024		
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p>	<p>[A 3.3.1] Advertise Family Engagement Activities</p> <p>The school will continue to promote parental engagement activities consistently to build a positive relationship with parents and stakeholders to help with decreasing our chronic absenteeism rate and to assist with improving student performance measures. The school will utilize the school's class dojo page, website, marque, and blackboard texts to parents.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr.</p>	05/16/2025		

		Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead			
[G 4] Early Literacy Chimneyrock Elementary will show a 7% increase from Fall to Spring in K-2 Early Literacy on the I-Ready Assessment Benchmark.					
Performance Measure I-Ready Diagnostic Assessments					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. Benchmark Indicator **Implementations** -Daily Informal Walkthroughs using the High Impact Strategy Tool -Weekly Collaborative Planning agendas and sign ins -Monthly professional development agendas and minutes -ELA Weekly Lesson Plan Guide Tool **Effectiveness**	[A 4.1.1] Professional Development The PLC Coach will deliver ongoing professional development for teachers to strengthen foundational and meaning based skills and analyze the data sets. Also the other admin team leads will support on going professional developments. Out of town PD will be available for the admin team and teachers.	Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead	05/16/2025		

<p>-Using the daily High Impact Strategy Tool to reflects students instruction will demonstrate that good1st teaching is occurs in 100% of the classrooms</p> <p>-Weekly collaborative planning will reflect best practices and strategies that align to the standards at 100%.</p> <p>-Monthly professional development will result in at least 95% of teachers demonstrating effective implementation strategies, resulting in an increase of student achievement by 10%.</p> <p>-The ELA weekly lesson plan guide tool will guide instruction at 100% for teachers to ensure best practices are implemented for the students.</p>					
	<p>[A 4.1.2] Deliberate Practice K-2 teachers will conduct deliberate practice over foundational skills in collaborative planning and PLC meetings to improve instructional practices and to increase student performance.</p>	<p>Ms. Andrews-Principal, Mr. Dodd-Assistant Principal/Science Lead/RTI Lead, Mrs. Nash-Assistant Principal/ 3-5 Math Lead, Dr. Sebrina Patton- PLC Coach/ K-5 ELA Lead, Mr. Mikula- Instructional Facilitator/ K-2 Math Lead</p>	05/09/2025		