

School District of Osceola County, FL

# Chestnut Elementary School For Science And Engineering



2015-16 School Improvement Plan

## Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceola.k12.fl.us

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	63%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Osceola County School Board.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
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 Chestnut Elementary School is "To create an engaging and respectful learning environment through open communication and collaboration which prepares each student for a successful life."

##### **Provide the school's vision statement**

The Vision of Chestnut Elementary School is Outperform all other schools implementing student-centered academics, arts, athletics to be THE model school in the State of Florida.

#### School Environment

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

Studies show that building a positive relationship with students show a 1.44% increase in student achievement. For the 2015-16 School Year, CNES will continue to focus on building positive relationships with ALL students and with the community. Teachers are directed to call parents and state anything positive about the student in their classes during the first two weeks of school. Such communication has been documented.

It is recommended that our teachers attend after school events such as Literacy Night, STEM night, and FSA Information Night. Grade levels have the opportunity to set up booths at the PTO Fall Festival in November.

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

There are various ways that our school creates this environment:

Positive Behavior System (Positive Behavior Referrals)

Color System Rewards for students who maintain appropriate behavior and work ethic

RAPS-This program promotes a safe, respectful, and engaging learning environment with the focus being on respect, active learning, preparedness, and safety.

Guidance Program- Academic, Behavioral, and Emotional support

School Resource Officer

##### **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**

All classrooms implement Positive Behavior Support. Students have the opportunities to earn Chestnut Cash which is in turn used by the students in various ways to purchase opportunities for rewards. All classrooms implement color changes based on Citizenship Character Education standards. The student is responsible for reporting the color to their parents on a daily basis.

##### **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**



School guidance counselor will be leading groups to help support students that are in need of any social-emotional needs of our students. As new students enroll, leadership looks at the enrollment form and works as a team any individual student that needs attention is placed in a support group. The School Guidance Counselor also checks in with individual students on a daily basis to provide encouragement and support.

Teachers are held accountable for conducting one on one student chats after each Reading and Math STAR assessment. During the conference, the teacher and student look the progress of each individual. They then set goals for the next STAR assessment. The students keep track of their data and monitor the gains or losses they may endure throughout the school year.

Leadership will be conferencing with students that are "on the bubble" after the first STAR assessment to help encourage and support our students who are on the verge of meeting proficiency and above.

### 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

We are taking a look at the students who are absent one time during the first two weeks of school. This would be equivalent to missing 10% of the first ten days of school.

We are also monitoring the amount of excessive tardies and absences from school and reminding the parents about the amount of instructional time their student loses when they are not in school.

There is an attendance committee that has been established to monitor student attendance and tardies.

#### 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	38	74	62	71	63	62	370
One or more suspensions	0	6	1	2	9	1	19
Course failure in ELA or Math	5	13	10	14	12	5	59
Level 1 on statewide assessment	0	0	0	32	40	60	132

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	7	10	13	34	32	101

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

With the assistance of a District Level Liaison, the CNES Attendance committee contacts the parents of the students after 3 unexcused absences to remind parents of the connection between attendance and academic success.

Students that are tardy have to be signed in by their parents. The attendance clerk reminds parents of

the unexcused absence policy after their student is tardy five times.  
Students are recognized and rewarded for perfect attendance.

## 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**

Chestnut Elementary believes in promoting parent involvement through providing various opportunities for parent conferences, parent meetings, and curriculum activities. The 15-16 school year activities which are designed to build the capacity of parents to help their children are as follows:

- FSA Parent Information Night
- Parent Conference Night
- Literacy Nights
- Math Night
- STEM Events

**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**

The school has a Partner in Education coordinator that recruits community business members to partner with the school in various capacities. The partnerships are reciprocal with both school and business partners receiving support and resources from the other. The coordinator and partner have an initial meeting to discuss the structure of the partnership. The school creates opportunities for the partners to be on campus to work with students in the Science, Technology, Engineering, and Math labs as it relates to their business. In addition, partners are invited to attend all after school events to promote their business. The school highlights each partner on the website and recognizes partners throughout the year for various projects and support. Partners support the school with special promotions for students with perfect attendance, honor roll, and for student of the month.

## 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:

Name	Title
Confesor, Audie	Principal
Fenn, Lana	Assistant Principal
McClintock, Julie	Instructional Coach
Diaz, Marisa	Instructional Coach
Howe, Jane	Guidance Counselor
Castro, Maria	Instructional Coach
Rodriguez, Noricely	Instructional Coach

## Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to ensure that research based, highly effective teaching is evident in classrooms? The team meets on Wednesdays at 11:00 AM to engage in the following activities:

- 1.) Review universal screening data. (STAR, Formative Assessments, Attendance, Discipline)
- 2.) Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- 3.) Work together to develop resources for teachers to address areas for improvement.

Based on the above information, the team will identify and align necessary professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make data-based instructional decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation, along with reviewing impact evidence, along with suggesting necessary adjustments.

### ***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 MTSS Leadership Team provides input to the School Advisory Council (SAC) and Principal to help develop the School Improvement Plan.

The team will conduct the following:

- 1). Data regarding Tier 1, 2, and 3 targets, including academic and social/emotional areas for improvement.
- 2). Help set clear expectations for instruction (Rigor, Relevance, Relationships)
- 3). Facilitate the development of a systemic approach to teaching (Gradual Release, Kagan Strategies, Clear and concise learning goals, Strategies to activate learning, Teaching Strategies, Extending, Refining, and Summarizing).
- 4). Align processes and procedures with essential resources (material and personnel).

#### Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

**Title I Part D**

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

**Title II**

Professional Development is provided for Core Connections and Math Solutions. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

**Title X**

To help eliminate barriers for education the District Homeless Education Liaison works with the school Families in Transition Liaisons to help define and protect the rights of homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

**School Advisory Council (SAC)**

**Membership:**

<b>Name</b>	<b>Stakeholder Group</b>
Audie R. Confesor	Principal
Lana Fenn	Teacher
Noricely Rodriguez	Parent
Amanda Geltz	Parent
Jennifer Samaroo	Parent
Asia Banton	Parent
Vivian Martinez	Parent
Christian Serate	Parent
Gabelus Vital	Parent
Nicole Peek	Parent
Sandra Soto	Parent
Carleen Hertchinson	Parent
Jane Howe	Education Support Employee
Leslie Rodriguez	Parent
Tashania Anderson	Parent
Felisa Lewis	Education Support Employee
Natalia Amin	Parent
Jennefer Stevens	Teacher
Omayra Rosado	Teacher
Hope Newhouse	Teacher
	Student

## 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*

SAC members were included in updates from the school and how the data followed the School Improvement Plan designed for the current school year.

*Development of this school improvement plan*

SAC members, including Grade Level and Department representation, along with Instructional Coaches and Administration participated in a full-day Planning Session with the SAC Officers to conceptualize and solidify the 15-16 Targets, Goals and Action Strategies for the School Improvement Plan. We actively engaged in the 8-step Problem-Solving Process.

*Preparation of the school's annual budget and plan*

SAC members were presented the budget at every meeting. Any purchases were voted by the members.

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

The School Improvement Funds will be allocated to support the goal to ensure differentiated, highly-engaging, standards-based instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

***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:

Name	Title
Confesor, Audie	Principal
Fenn, Lana	Assistant Principal
Rodriguez, Noricely	Instructional Coach
Howe, Jane	

### Duties

***Describe how the LLT promotes literacy within the school***

The LLT sponsors professional development and family events to promote greater literacy achievement.

1. Analyze school wide Formative Literacy Assessment Data in order to recognize accomplishments, and recommend timely and effective program adjustments.
2. Provide on-site Literacy Professional Development opportunities.
3. Recommend and monitor Literacy School Improvement Plan objectives, strategies, and results.
4. Provide Literacy Family Fun Nights to promote literacy skills between home and school.

## 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**

The Wednesday schedule has been set to accommodate professional development, team planning, assembly of intervention groups, School-wide councils, and Professional Learning Communities.

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

Recruitment begins when CNES receives its allocations for the up and coming school year. Using the new Teacher Match software, Administration is able to locate highly qualified candidates from around the country to bring their craft to CNES.

Administration uses technology such as Skype and Face Time to conduct interviews. Administration will also travel to meet in a public area to meet potential candidates if potential candidates are on a time constraint due to vacation or employment elsewhere.

The following programs are utilized to retain highly-qualified and effective teachers:

School Mentoring Program

District PD Lead Program

Professional Development Series

Professional Learning Communities

Teacher Evaluation System

Individual Professional Development Plan

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

Mentor/Mentee Partnerships based on Professional Service Contract and A1-A3 Status Partnerships

Hillary Hays/Tonya Bongiovanni

Heather Lockridge/Kelly Charland

Sue Madewell / Megumi Ochi

Noricely Rodriguez/Katherine Syracuse

Lillian Gomez/Taylor Shaw

Jill Risetto/ Julie Scholnick

Jackie Alden/ Amber Elourmari

Alicia Concepcion/ Omayra Rosado

Shannan Johnson/ Melissa Fisher

School-wide Mentoring Support with Coaching Model:

Noricely Rodriguez, Literacy Coach

Marisa Diaz, Math and Science Coach

Julie McClintock, STEM Coordinator, PD Lead Facilitator

Maria Castro, MTSS Coach

Mentoring Activities:

Mentoring Program Informal Meetings/Formal Meetings 1x/ monthly

PD Lead Program

Professional Development Series, 2x/monthly-1st semester. 1x/monthly-2nd semester

Vertical Professional Learning Communities, 1x/monthly

Daily Common Planning Time per Grade Level Team

Individual Professional Development Plan; monitored 4x/year

K-5 Math Solutions Professional Development Series

K-5 Core Connections



## 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***

All teachers have access to CPALMS, which is a web site where teachers have access to the curriculum maps, exemplar tasks/activities, and links to resources aligned with the new Florida Standards. All teachers have access to the District Wide adopted series in Reading, Math, Science, Social Studies, and Writing curriculum. Teachers may request extra materials outside of the adopted series, but must clear with administration for approval. Extra materials will not be approved if the materials are not research-based and are not aligned to the new 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***

All assessments given to students are broken down by standard and analyzed. This information is used for remediation, enrichment and to provide multiple opportunities for the students to progress towards content mastery. All instruction will be differentiated based on the needs of each individual student.

***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:** Extended School Day

**Minutes added to school year:** 1,800

The Extended-Learning, After-School Program will provide additional remedial support for identified K-5th graders who need to strengthen their basic foundational math skills. Students will receive additional practice with Core lesson concepts, building pre-requisites, fluency, and stamina. Go Math Intensive Intervention materials with Whole Group and Small Group Differentiated Instruction, along with computer-assisted support (Timez Attack, Sum Dog, Moby Max) will be utilized for these students.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **Person(s) responsible for monitoring implementation of the strategy**

Fenn, Lana, fennlana@osceola.k12.fl.us

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

Program and Student Evaluation Data will be collected through the established progress monitoring instruments and timeline. Classroom teachers and grade level teams will analyze this data for common instructional needs and to develop further intervention plans for continuous improvement.

## 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***

Approximately 40 students participate in the Pre-Kindergarten programs housed in our facility. This creates a natural transition throughout the school year in preparation for Kindergarten, as our students and staff share similar experiences. Our Pre-Kindergarten families are invited to attend our special events, such as Family Fun Nights and Parent Workshops.

The same students and their families are also encouraged to attend our annual spring Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum, Grade-Level expectations and the daily schedule. Parents also have the opportunity to ask questions of our Kindergarten team. Also, our District's Title 1 Parent Center provides numerous print and manipulative materials for check-out throughout the calendar year, in addition to parent workshops on various topics to help parents develop early childhood skills and ease the successful transition to Kindergarten.

Incoming Kindergarten students are informally and formally screened prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within basic language and pre-reading areas.

STAR Early Literacy assessment data will be collected and disaggregated by mid-September. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students. The data will also address individual students who may need intervention beyond core instruction.

Core Kindergarten academic and behavioral instruction will include:

Daily explicit instruction

Modeling

Guided practice

Independent practice of all academic and/or social emotional skills identified by screening data.

Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains.

### 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***

All of the students in Pre-Kindergarten through 5th grade will participate in our Science, Technology, Engineering, and Math STEM-ology labs.

Pre-Kindergarten through 3rd grade will spend five weeks in the labs and our 4th and 5th graders will spend six weeks in the labs. Students are involved in fields of study of the areas of Science, Technology, Engineering, and Math. The curriculum will align with the K-12 pathway students are involved as they progress into secondary education.

Experts in each of the STEM disciplines are engaged with our students. They are active through mentoring our students in the career fields whether it be in person, through Skype, or phone conferences. CNES Students are exposed each day to various careers, colleges, and technical education programs through our announcement system as well as weekly focus on a specific career and colleges that offer those programs.

Fifth grade students are involved in career counseling during their last year in elementary school.



Students have the opportunity to research the different career fields in which they have an interest and determine the colleges or technical schools that offer the programs of interest. The students also set goals for the future based on what they determine to be their field of interest.

CNES hosts an annual career event in which our business partners and community members speak to our students about careers and the real world connection to what they are learning. In addition, we will hold a STEM/College and Career community event at the end of the school year.

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

The four STEM labs focus on various courses at each grade level based on standards and student interests.

Science: Culinary, Entomologists, Medical Skills, Archeology, Aviation, Chemistry

Technology: Graphic Arts, Presentation Skills, Podcasting, iMovie, Garage Band/Audio Engineering, Gaming

Engineering: Fabric/Wood/Paper, Structures, Balance and Motion, Variables, Models and Designs, Car Design

LEGO Lab: Students use technical reading skills to build various robotics that they learn to program.

Math: Math Systems, Mouse Bakery, Chestnut Pizza Company, Global Travel Magazine, Chestnut Design, The Lollipop Shop

\*\*The Math STEM labs are a business complex and students plan, design, own, and operate their own businesses. This aligns with our secondary feeder schools and satisfies the business track option as our students progress.

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

All of our courses in Science, Technology, Engineering, and Math are aligned with the Florida State Standards and in each STEM lab students are involved in each discipline in an integrated approach to learning with a focus on the type of career students are simulating through the coursework.

***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***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Chestnut Elementary will be accountable to meet the needs of ALL students through differentiated, engaging, and standards-based instruction.

## 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.** Chestnut Elementary will be accountable to meet the needs of ALL students through differentiated, engaging, and standards-based instruction. 1a

G069256

### Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Lowest 25% Gains	55.0
AMO Math - SWD	
AMO Math - ELL	
AMO Reading - All Students	
ELA/Reading Gains	70.0
Math Gains	50.0
AMO Reading - SWD	
AMO Reading - ELL	

### Resources Available to Support the Goal 2

- Literacy Coach Math/Science Coach STEM Coordinator MTSS Coach Title I funding used for data analysis and planning days. i Ready Florida State Standards and Assessments used for progress monitoring STAR Math/Reading Progress Monitoring Assessments Technology equipment and programs (Kid Biz, AR Reading/Math, TimezAttack, Sum Dog, Study Jams, Moby Max) Scholastic Leveled Library for check out in Media Center Math resources in Media Center for checkout Manipulatives Journeys Materials for Remediation and Enrichment Go Math Program Materials for Remediation and Enrichment Professional Learning Communities Paraprofessionals focused on Tier 2 Reading and Math Groups Cluster Classrooms (VE, Gifted, ELL) Kindergarten-5th Math Solutions Professional Development Series & Consultant Math Tradebooks Extended Learning Tutoring Funds STEM Labs Professional Development
- 
- 

### Targeted Barriers to Achieving the Goal 3

- Insufficient knowledge of differentiated instruction.
- Inconsistent implementation of student engagement strategies.

### Plan to Monitor Progress Toward G1. 8

Classroom walk throughs and observations will measure student engagement

#### Person Responsible

Audie Confesor

#### Schedule

Weekly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

MyPGS Observation points, Data Chat Notes, Teacher pre and post observation meeting notes

## 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.** Chestnut Elementary will be accountable to meet the needs of ALL students through differentiated, engaging, and standards-based instruction. **1**

 G069256

**G1.B1** Insufficient knowledge of differentiated instruction. **2**

 B180181

**G1.B1.S1** Provide School-wide Professional Development on Wednesdays once a month. **4**

 S191468

### Strategy Rationale

Refresher or Review to bring mastery of differentiation in the classrooms. Teachers will learn from our coaches and their peers to gain ideas and share ideas to help perfect their craft.

### Action Step 1 **5**

School-wide Professional Development to address the needs of Differentiated Instruction.

#### Person Responsible

Julie McClintock

#### Schedule

Monthly, from 8/26/2015 to 6/10/2016

#### Evidence of Completion

Lesson Plans, Student Work Samples, Formal and Informal School observations and walk throughs.

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

Observations (Formal and Informal) and immediate feedback to teachers to monitor implementation of what was learned at Professional Development.

**Person Responsible**

Audie Confesor

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Lesson Plans, Observations, Feedback left to teachers

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

Differentiated instruction will be observed and a part of every lesson that is planned by core and essential teachers.

**Person Responsible**

Lana Fenn

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Small group instruction observed, lesson plans document small group for learning, iii groups are assembled based on the mastery of standards.

**G1.B1.S2** Administration will conduct tailored discussions with teachers during Data Chats and Pre/Post Observation conferences. 4

 S191469

### Strategy Rationale

Guide individual teachers to observe or seek mentoring from Master teachers that implement differentiation with fidelity.

### Action Step 1 5

Data Chats will be conducted quarterly with individual teachers. STAR Data will be used to help guide instruction, monitor standards, and differentiate groups of students to meet their needs.

#### Person Responsible

Audie Confesor

#### Schedule

Monthly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Pre/Post Observation Notes.

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

Classroom Observations (Walk Throughs, Formal/Informal)

#### Person Responsible

Audie Confesor

#### Schedule

Weekly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Observation points in MyPGS. Notes from Observation Feedback.

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

Progress Monitoring Assessments, Incentive Rewards and Celebrations


**Person Responsible**

**Schedule**

***Evidence of Completion***

Assessment Results, Pinnacle Grade Sheets, Progress Monitoring Plans, IEP Progress Reports

**G1.B1.S3** 4

 S191470

**Strategy Rationale**

**Action Step 1** 5

Differentiated Assignment per STAR Reading/ Math Performance Scale Level.

**Person Responsible**

Lana Fenn

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Lesson Plans, Pinnacle Grade Sheet, Student Work Samples

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

Go Math Assignments, Mixed Review Assignments, Basic Math Facts Assignments

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans, Pinnacle Grade Sheets, Student Work Samples



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

Math Performance Scale Results, Progress Monitoring Assessments


**Person Responsible**

**Schedule**

***Evidence of Completion***

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets,  
iObservation Data Points

**G1.B1.S4** 4

 S191471

**Strategy Rationale**

**Action Step 1** 5

Small Group Differentiated Instruction, Reading and Math Intensive Intervention Tasks, Re-Teaching Sheets & Manipulatives

**Person Responsible**

Lana Fenn

**Schedule**

Weekly, from 8/31/2015 to 6/10/2016

***Evidence of Completion***

Lesson Plans, Schedules, Student Work Samples, Progress Monitoring Plans, Pinnacle  
Grade Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Differentiated Instructional Strategies and Materials

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student Work Samples, Schedules, Classroom Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Math Performance Scale Levels, Progress Monitoring Assessments, Student Work Samples, Computer Program Reports


**Person Responsible**

**Schedule**


***Evidence of Completion***

Progress Monitoring Plans, IEP Progress Reports, Pinnacle Grades, Assessment Results, iObservation Data Points, # Student Retention Cases, # MTSS Tier 2 and/or 3 Cases

**G1.B2** Inconsistent implementation of student engagement strategies. 2

 B180182

**G1.B2.S1** Utilize Kagan Cooperative Learning Strategies throughout daily core and essential lessons 4

 S191472

**Strategy Rationale**

Students retain more when they learn from each other. Students that learn to collaborate are learning a 21st century skill.

**Action Step 1** 5

Differentiated Instruction

**Person Responsible**

Lana Fenn

**Schedule**

Daily, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

Observed during classroom observations, documentation in lesson plans, PLC notes

**Action Step 2** **5**

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Kagan Cooperative Learning Strategies

**Person Responsible**

Audie Confesor

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Lesson Plans, Classroom Walkthrough Feedback

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

Lesson plans, Classroom walkthroughs, Observations

**Person Responsible**

Audie Confesor


**Schedule**

Weekly, from 8/31/2015 to 6/2/2016

***Evidence of Completion***

Grade Level, Class, and Individual Assessment Results, FOCUS Gradebook, My PGS  
Observation Data Points, Attendance Data, PBS Discipline Data

**G1.B2.S2** Develop lessons that engage students through real world situations. 4

 S191473

**Strategy Rationale**

Engage students through hands on implementation of real world problem solving to prepare for their future careers. .

**Action Step 1** 5

Provide School-Wide Professional Development to address Differentiated Instruction

**Person Responsible**

Julie McClintock

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Observations (Formal and Informal), Monitoring of Lesson Plans, PLC Notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Formal and Informal Observations, Tailored Conversations with teachers during data chats, Grade Level Meetings

**Person Responsible**

Audie Confesor

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Lesson Plans, Classroom Walkthrough Feedback

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

STAR Math and Reading Percentile Ranking Results  
District and State Assessments

**Person Responsible**

Audie Confesor

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Grade Level, Class, and Individual Assessment Results, FOCUS Grade Sheets, MyPGS  
Observation Data Points

**G1.B2.S3** 4

 S191474

**Strategy Rationale**

**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Essential Questions posted and reviewed throughout lesson, Math Performance Scales/Rubrics  
posted, along with individual progress charts

**Person Responsible**

**Schedule**

***Evidence of Completion***

Environmental Artifacts, Student Work Samples and Progress Charts, Classroom  
Walkthrough Data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Math Performance Scale Results, Progress Monitoring Assessments


**Person Responsible**

**Schedule**

***Evidence of Completion***

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback  
Pinnacle Grade Sheets, iObservation Data Points, Student Progress Charts

**G1.B2.S4** 4

 S191475

**Strategy Rationale**

**Action Step 1** 5

Chunk instruction into digestible "I do, we do, you do" steps for practicing and processing, Math  
Think Alouds,  
Teacher Modeling

**Person Responsible**

Marisa Diaz

**Schedule**

On 6/12/2015

***Evidence of Completion***

Lesson Plans, Student Work Samples

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

Gradual Release components

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans, Lesson Pacing, Student Work Samples

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7**

Math Performance Scale Results, Progress Monitoring Assessments

**Person Responsible**

**Schedule**

**Evidence of Completion**

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports

**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	School-wide Professional Development to address the needs of Differentiated Instruction.	McClintock, Julie	8/26/2015	Lesson Plans, Student Work Samples, Formal and Informal School observations and walk throughs.	6/10/2016 monthly
G1.B1.S2.A1	Data Chats will be conducted quarterly with individual teachers. STAR Data will be used to help guide instruction, monitor standards, and differentiate groups of students to meet their needs.	Confesor, Audie	8/24/2015	Pre/Post Observation Notes.	6/10/2016 monthly
G1.B1.S3.A1	Differentiated Assignment per STAR Reading/ Math Performance Scale Level.	Fenn, Lana	8/24/2015	Lesson Plans, Pinnacle Grade Sheet, Student Work Samples	6/10/2016 weekly
G1.B1.S4.A1	Small Group Differentiated Instruction, Reading and Math Intensive Intervention Tasks, Re-Teaching Sheets & Manipulatives	Fenn, Lana	8/31/2015	Lesson Plans, Schedules, Student Work Samples, Progress Monitoring Plans, Pinnacle Grade Sheets	6/10/2016 weekly
G1.B2.S1.A1	Differentiated Instruction	Fenn, Lana	8/17/2015	Observed during classroom observations, documentation in lesson plans, PLC notes	6/10/2016 daily
G1.B2.S2.A1	Provide School-Wide Professional Development to address Differentiated Instruction	McClintock, Julie	8/24/2015	Observations (Formal and Informal), Monitoring of Lesson Plans, PLC Notes	6/10/2016 monthly
G1.B2.S3.A1	[no content entered]			one-time	
G1.B2.S4.A1	Chunk instruction into digestible "I do, we do, you do" steps for practicing and processing, Math Think Alouds, Teacher Modeling	Diaz, Marisa	8/18/2014	Lesson Plans, Student Work Samples	6/12/2015 one-time
G1.B2.S1.A2	[no content entered]			one-time	
G1.MA1	Classroom walk throughs and observations will measure student engagement	Confesor, Audie	8/24/2015	MyPGS Observation points, Data Chat Notes, Teacher pre and post observation meeting notes	6/10/2016 weekly
G1.B1.S1.MA1	Differentiated instruction will be observed and a part of every lesson that is planned by core and essential teachers.	Fenn, Lana	8/24/2015	Small group instruction observed, lesson plans document small group for learning, iii groups are assembled based on the mastery of standards.	6/10/2016 daily

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*Chestnut Elementary School For Science And Engineering*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Observations (Formal and Informal) and immediate feedback to teachers to monitor implementation of what was learned at Professional Development.	Confesor, Audie	8/24/2015	Lesson Plans, Observations, Feedback left to teachers	6/10/2016 weekly
G1.B2.S1.MA1	Lesson plans, Classroom walkthroughs, Observations	Confesor, Audie	8/31/2015	Grade Level, Class, and Individual Assessment Results, FOCUS Gradebook, My PGS Observation Data Points, Attendance Data, PBS Discipline Data	6/2/2016 weekly
G1.B2.S1.MA1	Kagan Cooperative Learning Strategies	Confesor, Audie	8/24/2015	Lesson Plans, Classroom Walkthrough Feedback	6/9/2016 weekly
G1.B1.S2.MA1	Progress Monitoring Assessments, Incentive Rewards and Celebrations		Assessment Results, Pinnacle Grade Sheets, Progress Monitoring Plans, IEP Progress Reports	one-time	
G1.B1.S2.MA1	Classroom Observations (Walk Throughs, Formal/Informal)	Confesor, Audie	8/24/2015	Observation points in MyPGS. Notes from Observation Feedback.	6/10/2016 weekly
G1.B2.S2.MA1	STAR Math and Reading Percentile Ranking Results District and State Assessments	Confesor, Audie	8/24/2015	Grade Level, Class, and Individual Assessment Results, FOCUS Grade Sheets, MyPGS Observation Data Points	6/10/2016 weekly
G1.B2.S2.MA1	Formal and Informal Observations, Tailored Conversations with teachers during data chats, Grade Level Meetings	Confesor, Audie	8/24/2015	Lesson Plans, Classroom Walkthrough Feedback	6/10/2016 daily
G1.B1.S3.MA1	Math Performance Scale Results, Progress Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points	once	
G1.B1.S3.MA1	Go Math Assignments, Mixed Review Assignments, Basic Math Facts Assignments		Lesson Plans, Pinnacle Grade Sheets, Student Work Samples	once	
G1.B2.S3.MA1	Math Performance Scale Results, Progress Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Student Progress Charts	once	



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1	Essential Questions posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted, along with individual progress charts		Environmental Artifacts, Student Work Samples and Progress Charts, Classroom Walkthrough Data	once	
G1.B1.S4.MA1	Math Performance Scale Levels, Progress Monitoring Assessments, Student Work Samples, Computer Program Reports		Progress Monitoring Plans, IEP Progress Reports, Pinnacle Grades, Assessment Results, iObservation Data Points, # Student Retention Cases, # MTSS Tier 2 and/or 3 Cases	once	
G1.B1.S4.MA1	Differentiated Instructional Strategies and Materials		Student Work Samples, Schedules, Classroom Walkthroughs	once	
G1.B2.S4.MA1	Math Performance Scale Results, Progress Monitoring Assessments		Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports	once	
G1.B2.S4.MA1	Gradual Release components		Lesson Plans, Lesson Pacing, Student Work Samples	once	

## 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.** Chestnut Elementary will be accountable to meet the needs of ALL students through differentiated, engaging, and standards-based instruction.

**G1.B2** Inconsistent implementation of student engagement strategies.

**G1.B2.S1** Utilize Kagan Cooperative Learning Strategies throughout daily core and essential lessons

### PD Opportunity 1

Differentiated Instruction

#### Facilitator

Leadership Team and Mentoring Team Mates

#### Participants

Teachers and Paraprofessionals

#### Schedule

Daily, from 8/17/2015 to 6/10/2016

**G1.B2.S2** Develop lessons that engage students through real world situations.

### PD Opportunity 1

Provide School-Wide Professional Development to address Differentiated Instruction

#### Facilitator

Leadership Team

#### Participants

Teachers and Paraprofessionals

#### Schedule

Monthly, from 8/24/2015 to 6/10/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	School-wide Professional Development to address the needs of Differentiated Instruction.	\$0.00
2	G1.B1.S2.A1	Data Chats will be conducted quarterly with individual teachers. STAR Data will be used to help guide instruction, monitor standards, and differentiate groups of students to meet their needs.	\$0.00
3	G1.B1.S3.A1	Differentiated Assignment per STAR Reading/ Math Performance Scale Level.	\$0.00
4	G1.B1.S4.A1	Small Group Differentiated Instruction, Reading and Math Intensive Intervention Tasks, Re-Teaching Sheets & Manipulatives	\$0.00
5	G1.B2.S1.A1	Differentiated Instruction	\$0.00
6	G1.B2.S1.A2		\$0.00
7	G1.B2.S2.A1	Provide School-Wide Professional Development to address Differentiated Instruction	\$0.00
8	G1.B2.S3.A1		\$0.00
9	G1.B2.S4.A1	Chunk instruction into digestible "I do, we do, you do" steps for practicing and processing, Math Think Alouds, Teacher Modeling	\$0.00
Total:			\$0.00