School District of Osceola County, FL

Chestnut Elementary School For Science And Engineering

2016-17 Schoolwide Improvement Plan

Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	B

*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- <u>Former F</u> - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- <u>Planning</u> - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Chestnut Elementary School For Science And Engineering

DA Region and RED	DA Category and Turnaround Status
Central - <u>Lucinda Thompson</u>	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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."

b. Provide the school's vision statement.

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

2. School Environment

a. 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 may foster a 1.44% increase in student achievement. For the 2016-2017 School Year, Chestnut Elementary will continue to focus on building positive relationships with ALL students and with the community. Teachers are directed to call parents and share something positive about the studenst in their classes during the first two weeks of school. Such communication will be 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. There will also be an opportunity for our teachers to meet with our parents during Parent Conference Night.

b. 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

c. 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 items for rewards or attend special events. 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.

d. 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 leads various groups to help support students that are in need of any social-emotional support. As new students enroll, leadership looks at the enrollment form and works as a team to place any student in need of social-emotional support in the appropriate 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 iReady assessment. During the conference, the teacher and student look at the progress of each individual. They then set goals for the next iReady 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 iReady assessment to help encourage and support our students who are on the verge of meeting proficiency and above.

3. Early Warning Systems

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

a. 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 tardiness and attendance.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	38	74	62	71	63	62	0	0	0	0	0	0	0	370
One or more suspensions	0	6	1	2	9	1	0	0	0	0	0	0	0	19
Course failure in ELA or Math	5	13	10	14	12	5	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	32	40	60	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	7	10	13	34	32	0	0	0	0	0	0	0	101

c. 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.

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. 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

2. 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 each 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.

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

1. School Leadership Team

a. Membership

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

Name	Title
Confesor, Audie	Principal
Fenn, Lana	Assistant Principal
McClintock, Julie	Instructional Coach
Lapica, Wilhelm	Instructional Coach
Howe, Jane	School Counselor
Castro, Maria	Instructional Coach
Rodriguez, Noricely	Instructional Coach

b. Duties

1. 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. (iReady, 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.

2. 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 and maintain 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. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida 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, based on student achievement data, 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 and assistance transitioning to post-secondary education or employment.

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, Math Solutions, and Instructional Framework Design, and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrants, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrants, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the Gifted Screening Process for all second grade Title I students.

Title IX
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 in, 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
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 Hutchinson	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

b. Duties

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

a. 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.

b. 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 16-17 Targets, Goals and Action Strategies for the School Improvement Plan. We actively engaged in the 8-step Problem-Solving Process.

c. 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.

2. 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 of ensuring differentiated, highly-engaging, standards-based instruction that will occur, in all classrooms, in order for learning with proficiency to be achieved by all students.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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 public areas to meet potential candidates if they 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

3. 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

Juan Cintron/ Omayra Rosado
Awilda Kitole/ Katie Kotoulis
Bianca Torres-Mercado/ Jill Rissetto
Maria Acevedo/ Isabel Figueroa
Julianna Solis/ Denise Falloon-Rookwood

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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)

- Core Academic Instruction

- Enrichment

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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Based on the 2015-2016 FSA Data, we have found that CNES has had success improving math proficiency and learning gains in mathematics. Our Third Grade scored above the State and District Average in both ELA and Mathematics. Our Fifth grade scored above the state average in Science.

While this is a great accomplishment, there is always room for improvement. As a school, CNES decreased proficiency in ELA and in Science from the previous year. Also, we have found that our learning gains in ELA (54%) has room for improvement. Finally, our Bottom Quartile in Mathematics (43%) need to show a higher percentage of learning gains. If we truly believe that all students can and will learn, 100% of our students in all categories will earn a learning gain.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

🔍 G085372

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
Math Lowest 25% Gains	100.0
Math Gains	100.0
FSA ELA Achievement	62.0
ELA/Reading Gains	100.0
FCAT 2.0 Science Proficiency	62.0
ELA/Reading Lowest 25% Gains	100.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of differentiated instruction.

- ESE and ELL strategies are not implemented with fidelity during core instruction.

- Writing in 4th Grade not integrated during the ELA block.

- Addressing learning gaps in ELA and Mathematics during intervention.

- Grade levels not using data from common formative assessments to drive core instruction and remediation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coach Math/Science Coach STEM Coordinator MTSS Coach Full time Resource Compliance Specialist Title I funding used for data analysis and planning days. i Ready Florida State Standards and Assessments used for diagnostic, progress monitoring, and interventions Scholastic Leveled Library for check out in Media Center Math resources in Media Center for checkout Professional Learning Communities Paraprofessionals focused on Tier 2 Reading and Math Groups Extended Learning Tutoring Funds Chestnut University STEM Labs for enrichment Professional Development District Developed Balanced Literacy Block Next Steps to Guided Reading Text Dependent Question training for all teachers STEM integration during core instruction Coding in STEM training M in STEM training Julie Dixon Pod Cast New Teachers Math Solutions Training
-
-

Plan to Monitor Progress Toward G1. 8

Classroom walk throughs and observations will measure student engagement

Person Responsible
Audie Confesor

Schedule
Weekly, from 8/15/2016 to 5/31/2017

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`

🔑 G085372

G1.B1 Inconsistent implementation of differentiated instruction. `2`

🔑 B227034

G1.B1.S1 Provide school-wide professional development using Julie Dixon's podcast pertaining to implementation of flexible groupings and remediation during core math instruction. `4`

🔑 S239546

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 discussions with teachers with the assistance of coaches during tailored Data Chats and Pre/Post Observation conferences. 4

🔍 S239547

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

Lana Fenn

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

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

G1.B1.S3 `4`

🔑 S239548

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

Wilhelm Lapica

Schedule

Weekly, from 8/22/2016 to 5/31/2017

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

Wilhelm Lapica

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

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

G1.B1.S4 `4`

🔑 S239549

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

Audie Confesor

Schedule

On 5/31/2017

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

Audie Confesor

Schedule

Weekly, from 9/5/2016 to 5/31/2017

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 ESE and ELL strategies are not implemented with fidelity during core instruction. `2`

🔑 B227035

G1.B2.S1 Monitor teacher lesson plans to ensure ESE and ELL strategies are documented. Monitor teacher gradebook to monitor that modifications have been utilized when configuring grades. `4`

🔑 S239550

Strategy Rationale

Planning is necessary for all students to achieve. Utilizing the gradebook helps parents remained informed of their child's progress.

Action Step 1 `5`

Differentiated Instruction

Person Responsible

Lana Fenn

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

Action Step 2 `5`

Monitor lesson plans for small group, differentiated instruction.

Person Responsible

Lana Fenn

Schedule

Weekly, from 8/22/2016 to 5/31/2017

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 Observe classrooms to ensure rigor and relevance to the teaching to standard is taking place. 4

🔑 S239551

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 9/7/2016 to 5/31/2017

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`

🔑 S239552

Strategy Rationale

Action Step 1 `5`

Review lesson plans for differentiated instruction

Person Responsible

Lana Fenn

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Detailed lesson plans turned into Public Drive

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

Lana Fenn

Schedule

Weekly, from 8/15/2016 to 5/31/2017

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

Audie Confesor

Schedule

Weekly, from 9/5/2016 to 5/31/2017

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

S239553

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

Wilhelm Lapica

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

Lana Fenn

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

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

Wilhelm Lapica

Schedule

Weekly, from 9/5/2016 to 5/31/2017

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

G1.B3 Writing in 4th Grade not integrated during the ELA block. `2`
🔧 B227036

G1.B3.S1 The fourth grade is self-contained this year instead of departmentalized. `4`
🔧 S239554

Strategy Rationale

All teachers will be held accountable for the writing to improve the 39% proficiency in writing from the 2015-2016 school year.

> Action Step(s) Missing for Goal #1, Barrier #3, Strategy #1
> Complete one or more action steps for this Strategy or de-select it

G1.B3.S2 Literacy Coach and Resource Compliance Specialist will push into classrooms to assist with the Core Connections curriculum for all fourth grade teachers. `4`
🔧 S239555

Strategy Rationale

50% of our 4th grade teachers will be teaching writing for the first time. They will need support and guidance from our leadership team.

> Action Step(s) Missing for Goal #1, Barrier #3, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S4.A1 A310162	Chunk instruction into digestible "I do, we do, you do" steps for practicing and processing, Math...	Lapica, Wilhelm	8/18/2014	Lesson Plans, Student Work Samples	6/12/2015 one-time
G1.B2.S1.MA1 M317705	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 M317706	Kagan Cooperative Learning Strategies	Confesor, Audie	8/24/2015	Lesson Plans, Classroom Walkthrough Feedback	6/9/2016 weekly
G1.B1.S1.MA1 M317697	Differentiated instruction will be observed and a part of every lesson that is planned by core and...	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
G1.B1.S1.MA1 M317698	Observations (Formal and Informal) and immediate feedback to teachers to monitor implementation of...	Confesor, Audie	8/24/2015	Lesson Plans, Observations, Feedback left to teachers	6/10/2016 weekly
G1.B1.S1.A1 A310154	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.MA1 M317700	Classroom Observations (Walk Throughs, Formal/Informal)	Confesor, Audie	8/24/2015	Observation points in MyPGS. Notes from Observation Feedback.	6/10/2016 weekly
G1.B1.S2.A1 A310155	Data Chats will be conducted quarterly with individual teachers. STAR Data will be used to help...	Confesor, Audie	8/24/2015	Pre/Post Observation Notes.	6/10/2016 monthly
G1.B2.S2.MA1 M317707	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 M317708	Formal and Informal Observations, Tailored Conversations with teachers during data chats, Grade...	Confesor, Audie	8/24/2015	Lesson Plans, Classroom Walkthrough Feedback	6/10/2016 daily
G1.B1.S3.A1 A310156	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 A310157	Small Group Differentiated Instruction, Reading and Math Intensive Intervention Tasks, Re-Teaching...	Fenn, Lana	8/31/2015	Lesson Plans, Schedules, Student Work Samples, Progress Monitoring Plans, Pinnacle Grade Sheets	6/10/2016 weekly
G1.MA1 M317713	Classroom walk throughs and observations will measure student engagement	Confesor, Audie	8/15/2016	MyPGS Observation points, Data Chat Notes, Teacher pre and post observation meeting notes	5/31/2017 weekly
G1.B2.S1.A2 A310159	Monitor lesson plans for small group, differentiated instruction.	Fenn, Lana	8/22/2016		5/31/2017 weekly
G1.B1.S2.MA1 M317699	Progress Monitoring Assessments, Incentive Rewards and Celebrations	Fenn, Lana	8/22/2016	Assessment Results, Pinnacle Grade Sheets, Progress Monitoring Plans, IEP Progress Reports	5/31/2017 biweekly
G1.B2.S2.A1 A310160	Provide School-Wide Professional Development to address Differentiated Instruction	McClintock, Julie	9/7/2016	Observations (Formal and Informal), Monitoring of Lesson Plans, PLC Notes	5/31/2017 monthly
G1.B1.S3.MA1 M317701	Math Performance Scale Results, Progress Monitoring Assessments	Lapica, Wilhelm	8/15/2016	Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points	5/31/2017 weekly
G1.B1.S3.MA1 M317702	Go Math Assignments, Mixed Review Assignments, Basic Math Facts Assignments	Lapica, Wilhelm	8/22/2016	Lesson Plans, Pinnacle Grade Sheets, Student Work Samples	5/31/2017 weekly

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 🔑 M317709	Math Performance Scale Results, Progress Monitoring Assessments	Confesor, Audie	9/5/2016	Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Student Progress Charts	5/31/2017 weekly
G1.B2.S3.MA1 🔑 M317710	Essential Questions posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted,...	Fenn, Lana	8/15/2016	Environmental Artifacts, Student Work Samples and Progress Charts, Classroom Walkthrough Data	5/31/2017 weekly
G1.B2.S3.A1 🔑 A310161	Review lesson plans for differentiated instruction	Fenn, Lana	8/15/2016	Detailed lesson plans turned into Public Drive	5/31/2017 weekly
G1.B1.S4.MA1 🔑 M317703	Math Performance Scale Levels, Progress Monitoring Assessments, Student Work Samples, Computer...	Confesor, Audie	9/5/2016	Progress Monitoring Plans, IEP Progress Reports, Pinnacle Grades, Assessment Results, iObservation Data Points, # Student Retention Cases, # MTSS Tier 2 and/or 3 Cases	5/31/2017 weekly
G1.B1.S4.MA1 🔑 M317704	Differentiated Instructional Strategies and Materials	Confesor, Audie	8/15/2016	Student Work Samples, Schedules, Classroom Walkthroughs	5/31/2017 one-time
G1.B2.S4.MA1 🔑 M317711	Math Performance Scale Results, Progress Monitoring Assessments	Lapica, Wilhelm	9/5/2016	Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports	5/31/2017 weekly
G1.B2.S4.MA1 🔑 M317712	Gradual Release components	Fenn, Lana	8/22/2016	Lesson Plans, Lesson Pacing, Student Work Samples	5/31/2017 biweekly
G1.B2.S1.A1 🔑 A310158	Differentiated Instruction	Fenn, Lana	8/22/2016	Observed during classroom observations, documentation in lesson plans, PLC notes	6/1/2017 daily

V. 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 ESE and ELL strategies are not implemented with fidelity during core instruction.

G1.B2.S1 Monitor teacher lesson plans to ensure ESE and ELL strategies are documented. Monitor teacher gradebook to monitor that modifications have been utilized when configuring grades.

PD Opportunity 1

Differentiated Instruction

Facilitator

Leadership Team and Mentoring Team Mates

Participants

Teachers and Paraprofessionals

Schedule

Daily, from 8/22/2016 to 6/1/2017

G1.B2.S2 Observe classrooms to ensure rigor and relevance to the teaching to standard is taking place.

PD Opportunity 1

Provide School-Wide Professional Development to address Differentiated Instruction

Facilitator

Leadership Team

Participants

Teachers and Paraprofessionals

Schedule

Monthly, from 9/7/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

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	Monitor lesson plans for small group, differentiated instruction.	$0.00
7	G1.B2.S2.A1	Provide School-Wide Professional Development to address Differentiated Instruction	$0.00
8	G1.B2.S3.A1	Review lesson plans for differentiated instruction	$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