

School District of Osceola County, FL

# Chestnut Elementary School For Science And Engineering



2019-20 Schoolwide Improvement Plan

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# Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

## Demographics

**Principal: Gary Bressler**

Start Date for this Principal: 8/13/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (48%) 2016-17: B (56%) 2015-16: B (55%) 2014-15: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Chestnut Elementary School For Science And Engineering

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www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	B

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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. 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: School Information

### 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 to provide a nurturing and collaborate learning environment to meet the needs of ALL students.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Bressler, Gary	Principal	To be an instructional leader to the students and staff of the school. Continuously monitor the progress of students to ensure all needs are met in an improvement cycle.
Confesor, Sarah	Instructional Coach	Oversees the scheduling and implementation of all Tiered interventions in grades PK-5.
Bennett, Dana	Instructional Coach	Leads the school in the area of math professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.
Centeno, Maritza	School Counselor	Leads the school in assisting all students in the areas of academic achievement, social/emotional development, and ensuring today's students become the productive, well-adjusted adults of tomorrow.
Maldonado, Melissa	Instructional Coach	Leads the school in the area of literacy professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.
Faust, Megan	Assistant Principal	Leader of monitoring student learning, ensuring fidelity of all programs, and providing support to all staff and students as it relates to instructional needs.
Figueroa, Yamila	Other	ESOL Compliance Specialist - Leads the school in the area of ELL professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in ensuring all ELL student needs are met at the compliance and instructional level. In addition, leads the school in the implementation of AVID strategies in grades K-5.
Vazquez, Milbia	Other	Resource Compliance Specialist - Ensures compliance of ESE student's IEPs as well as monitors student progress and provides recommendations to the Leadership Team.

## Early Warning Systems

### Current Year

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	98	113	125	120	126	0	0	0	0	0	0	0	682
Attendance below 90 percent	0	0	1	0	2	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	6	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	1	13	6	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	2	11	15	0	0	0	0	0	0	0	28

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	1	3	0	0	0	0	0	0	0	5

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	2	0	0	1	0	0	0	0	0	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)**

52

**Date this data was collected or last updated**

Thursday 7/18/2019

**Prior Year - As Reported**

**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	24	20	16	9	13	11	0	0	0	0	0	0	0	93
One or more suspensions	4	1	1	0	4	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	7	17	31	3	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	13	25	24	0	0	0	0	0	0	0	62

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	2	8	22	23	0	0	0	0	0	0	0	58

**Prior Year - Updated**

**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	24	20	16	9	13	11	0	0	0	0	0	0	0	93
One or more suspensions	4	1	1	0	4	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	7	17	31	3	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	13	25	24	0	0	0	0	0	0	0	62

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	2	8	22	23	0	0	0	0	0	0	0	58

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	53%	57%	53%	53%	55%
ELA Learning Gains	50%	56%	58%	60%	55%	57%
ELA Lowest 25th Percentile	57%	51%	53%	56%	53%	52%
Math Achievement	61%	55%	63%	60%	57%	61%
Math Learning Gains	59%	59%	62%	58%	58%	61%
Math Lowest 25th Percentile	50%	45%	51%	46%	49%	51%
Science Achievement	47%	49%	53%	59%	54%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	100 (0)	98 (0)	113 (0)	125 (0)	120 (0)	126 (0)	682 (0)
Attendance below 90 percent	0 (24)	0 (20)	1 (16)	0 (9)	2 (13)	0 (11)	3 (93)
One or more suspensions	0 (4)	0 (1)	0 (1)	0 (0)	6 (4)	3 (5)	9 (15)
Course failure in ELA or Math	0 (0)	0 (0)	1 (7)	13 (17)	6 (31)	3 (3)	23 (58)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (13)	11 (25)	15 (24)	28 (62)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	51%	7%	58%	0%
	2018	61%	51%	10%	57%	4%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	45%	51%	-6%	58%	-13%
	2018	51%	48%	3%	56%	-5%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				
05	2019	46%	48%	-2%	56%	-10%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		0%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	54%	11%	62%	3%
	2018	65%	51%	14%	62%	3%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	54%	53%	1%	64%	-10%
	2018	48%	53%	-5%	62%	-14%
Same Grade Comparison		6%				
Cohort Comparison		-11%				
05	2019	50%	48%	2%	60%	-10%
	2018	45%	52%	-7%	61%	-16%
Same Grade Comparison		5%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	45%	0%	53%	-8%
	2018	50%	49%	1%	55%	-5%
Same Grade Comparison		-5%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	43	50	38	51	52	26				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	38	47	60	52	59	52	32				
BLK	55	48		47	56	40	42				
HSP	50	52	60	63	59	53	45				
WHT	68	42		68	58		50				
FRL	48	49	61	54	54	46	40				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	44	32	29	19	5	6				
ELL	33	54	41	33	29	24	31				
BLK	60	68	67	60	36	20	52				
HSP	55	62	47	55	41	22	57				
WHT	61	59		55	47		60				
FRL	52	58	47	52	38	20	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	48	53	20	30	25	9				
ELL	35	53	55	47	55	57	32				
BLK	48	60	55	58	67		67				
HSP	54	59	55	59	54	42	57				
WHT	52	63		70	81						
FRL	45	55	53	51	56	45	53				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science - We believe that there were many STEM activities without the link to the content, concepts, and standards. This is also inconsistent across all grade levels.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

ELA Learning gains - Inconsistent Tier 1: Lack of teachers' standards knowledge, lack of student engagement with the standards, and inconsistent differentiation with on the spot student feedback.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

4th Grade ELA (CNES: 45% State: 58%): Inconsistent Tier 1: Lack of teachers' standards knowledge, lack of student engagement with the standards, and inconsistent differentiation with on the spot student feedback.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math learning gains: Tiered math interventions, consistent and done with fidelity. Coaches developed Tier 3 pullout support using Do the Math.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Red Flags: Discrepancies between coarse failure and ELA Level 1 (Teacher grades/expectations versus actual standards instruction and mastery)

Attendance: 93 students absent more than 18 days.

Multiple EWS indicators: 45 (4th and 5th grade) have 2 or more indicators

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Science Tier 1 and interventions
2. ELA Tier 1
3. PBIS: Tier 1 and interventiosn

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Ensure high levels of learning for all students in Literacy.
<b>Rationale</b>	If we develop all ELA teachers' capacity in literacy instruction by promoting the schoolwide use of appropriate instructional strategies and differentiation, then achievement gaps will gradually lessen and reading proficiency will increase across all grade levels.
<b>State the measurable outcome the school plans to achieve</b>	Based on the 2020 FSA Administration, at least 62% of the students will achieve a level 3 or higher. Learning Gains will meet or exceed 58%. Lowest 25% will meet or exceed 65%. This equates to an 8% increase in all areas of ELA.
<b>Person responsible for monitoring outcome</b>	Melissa Maldonado (melissa.maldonado@osceolaschools.net)
<b>Evidence-based Strategy</b>	Guided Reading  Research findings have shown that one of the most effective methods for teaching reading is the guided reading method, which forms an integral part of the balanced literacy approach adopted by our district. Through the strategic use of the guided reading framework during the literacy block, teachers can utilize information obtained from running records to identify individual student reading deficiencies and address those needs in a small group setting.
<b>Rationale for Evidence-based Strategy</b>	After careful analysis of benchmark data, teachers form groups of students with similar abilities and needs, and use leveled text to guide the students through the development of skills and strategies necessary for comprehension of texts within the grade level complexity band.  Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.  School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.  Principal will share and update the Chief of Staff and Assistant Superintendents during their midpoint check in on progress of the Area of Focus through the School Stocktake Model.
Action Step	
<b>Description</b>	1, District ELA formatives will be administered to K-5. Data from the ELA formatives will be analyzed to determine areas of weakness for reteaching/intervention purposes.  3. Implement an ELL Task Force to monitor the ELLs progress, data, grades, and interventions. The ELL Task Force will meet monthly and this information will be brought back to Stocktake..  4. Implement an ESE Task Force to monitor ESE progress, data, grades, and intervention. The ESE Task Force will meet monthly and this information will be brought back to



Stocktake..

5. Collaborate with MTSS Coach on all student needs to ensure tier interventions are prescriptive. All interventions delivered to students will be research-based and monitored for student growth. The data collected will then be addressed at our monthly MTSS meetings.

6. Professional Development will be conducted to build teacher capacity and ensure highly effective ELA core, small group instruction, and Guided Reading instruction.. All delivered PD will be monitored through weekly classroom walkthroughs. Data will be collected and shared at leadership meetings and Stocktake.

7..Collaborate with ESOL Compliance Specialist in an ongoing effort to build capacity in the understanding and use of WIDA data in making instructional decisions for our ELL population.

8. Collaborate with ESOL Compliance Specialist on the use of ELlevation strategies. During grade level planning sessions throughout the school year, the ESOL Complainece Specialist will join me to provide pinpoint strategies that will be embedded into classroom plans.

**Person  
Responsible**

Melissa Maldonado (melissa.maldonado@osceolaschools.net)

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#2	
<b>Title</b>	Ensure high levels of Mathematics achievement for all students.
<b>Rationale</b>	Developing teachers' understanding of mathematics instruction and content knowledge of mathematics, using differentiated mathematics, and using Read, Write, Talk, Solve will improve academics across the grade levels as well as meeting the needs to all the students. Based on the 18-19 comparison data, FSA Math Proficiency improved from 56% to 61% and Learning Gains from 40% to 59%.
<b>State the measurable outcome the school plans to achieve</b>	Based on the 2020 FSA Administration, the mathematics proficiency will increase to at least 69% of the students will achieve a level 3 or higher here at Chestnut Elementary School. There will be an increase in percentage of students scoring a 3,4, and 5 on FSA Mathematics Assessment and they will exceed the state's mean in 2020, including the ESE and ELL subgroups. The Learning Gains in 2020 will meet or exceed 67% (and increase from 59%) and the Lowest 25% will meet or exceed 58% (and increase from 50%). This equates to an 8% increase in all areas of mathematics.
<b>Person responsible for monitoring outcome</b>	Dana Bennett (dana.bennett@osceolaschools.net)
<b>Evidence-based Strategy</b>	Assess and Differentiate in Tier 1
<b>Rationale for Evidence-based Strategy</b>	<p>The new curriculum lends itself to provide time to assess and differentiate students within Tier 1 instruction. By using a quick formative and the data during instruction, the teacher will know right away which student needs more assistance and which student needs to be enriched. This will provide the opportunity for teachers to reteach and extend the lesson taught.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their midpoint check in on progress of the Area of Focus through the School Stocktake Model.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teacher teams will collaborate during PLCs for the purpose of analyzing and reflecting student Math data to meet student's needs and provide intervention and enrichment where needed.</li> <li>2. Teachers will utilize SchoolCity to analyze grade level formative assessments and District formative assessments that are given every four and a half weeks.</li> <li>3. Teachers will integrate Tier 2 differentiation within the Tier 1 instruction, through the use of Pearson and ELlevation. This will assist in closing gaps and clearing up mathematical misconceptions.</li> <li>4. Math Professional Development will be conducted throughout the year to foster shared knowledge of highly effective Mathematical standards based instruction and cognitively meaningful tasks.</li> <li>5. Mentoring will be conducted for teachers/teams who are struggling, and additional support will be given to ensure effective Mathematical instruction is taking place. This will</li> </ol>

ensure all students will receive rigorous standards based instruction to accelerate all students in math.

6. Administrators will provide timely and specific feedback using the Marzano Instructional framework when conducting walkthroughs, with follow-up visit.

7. Teacher teams will work collaboratively with the Math Coach to enhance math instruction by expanding the implementation of small group instruction in VPK-5th grade. There will also be an emphasis on the facilitative math model through side by side coaching.

8. Teachers will collaborate through planning days facilitated by math coach to utilize the new math curriculum and plan rigorous task, using Read, Write, Talk, Solve, and embed daily formatives into unit plan.

9. Collaborate with the ESE and ELL task-force to monitor the learning and gains throughout the school year. The ESE task-force will notify teachers of the guidelines and procedures to create awareness of the MTSS process. They will improve collaboration and communication between teacher and VE teacher on creating goals. The ESE task-force will collaborate with MTSS Coach to strengthen the identification of students with disabilities stream-lining the process. The ELL task-force will increase multicultural sensitivity and awareness, collaborate with ESOL Compliance Specialist to ensure teachers are using best practices/strategies.

**Person  
Responsible**

Dana Bennett (dana.bennett@osceolaschools.net)

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#3	
<b>Title</b>	Ensure high levels of Science achievement for all students.
<b>Rationale</b>	If there is an engaging science environment and teachers are confident with the understanding of the Science content then the student achievement will increase in grades K-5. Based on the 18-19 comparison data, NGSSS Statewide Science Assessment 47% of students were proficient, which is a decrease from the 17-18 year of 52%.
<b>State the measurable outcome the school plans to achieve</b>	Based on the 2020 FSA Administration, the Science proficiency will increase to at least 57% of the students will achieve a level 3 or higher here at Chestnut Elementary. They will exceed the state's mean in 2020, including the ESE and ELL subgroups.
<b>Person responsible for monitoring outcome</b>	Dana Bennett (dana.bennett@osceolaschools.net)
<b>Evidence-based Strategy</b>	Collaborative Learning Structures
<b>Rationale for Evidence-based Strategy</b>	Cooperative learning is generally defined as a teaching arrangement in which small, heterogeneous/homogeneous groups of students work together to achieve a common goal. Student facilitated groups encourage and support each other, assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress. The basic elements are positive interdependence, equal opportunities, and individual accountability. Human beings are social creatures by nature and cooperation has been used throughout history in all aspects of our lives. Therefore, it follows that cooperative learning groups in schools would be used as a logical teaching method. Using this will promote content rich discourse and will allow for teachers and students to dive deeper into the Science content.
	Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
	School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
	Principal will share and update the Chief of Staff and Assistant Superintendents during their midpoint check in on progress of the Area of Focus through the School Stocktake Model.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Collaborating with Teacher teams in PLCs to analyze and reflect on student Science data. This will ensure that we are planning to meet student's academic needs.</li> <li>2. Planning lessons using the 5E Model and aligning instruction to the Science standards.</li> <li>3. Ensuring the use of collaborative structures are used within instruction to promote not only engagement among students, but promote a learning environment for ELL and ESE students.</li> <li>4. Teachers will utilize SchoolCity to analyze grade level formative and District progress monitoring throughout the year.</li> <li>5. Science Professional Development will be conducted to share knowledge of effective Science instruction.</li> </ol>

6. Implement coaching and mentoring cycles in Science content and instruction for teacher/ teams who are struggling, and additional support will be given to ensure standards based instruction is taking place.
7. Administrators will provide timely and specific feedback using data from walkthroughs along with follow-up visits.
8. Teacher teams will work collaboratively with the Math/Science Coach to implement collaborative small group instruction in VPK-5th grade.
9. Implement the use of vocabulary strategies to foster content vocabulary instruction. This will assist all learners in an increase of Science content vocabulary.
10. Collaborate with the ESE and ELL task-force to monitor the learning and gains throughout the school year. The ESE task-force will notify teachers of the guidelines and procedures to create awareness of the MTSS process. They will improve collaboration and communication between teacher and VE teacher on creating goals. The ESE task-force will collaborate with MTSS Coach to strengthen the identification of students with disabilities stream-lining the process. The ELL task-force will increase multicultural sensitivity and awareness, collaborate with ESOL Compliance Specialist to ensure teachers are using best practices/strategies.

**Person  
Responsible**

Dana Bennett (dana.bennett@osceolaschools.net)

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#4	
<b>Title</b>	Ensure a schoolwide post secondary culture for all students.
<b>Rationale</b>	<p>If an AVID schoolwide culture is evident, then we will shift beliefs and behaviors, resulting in an increase of students continuing on their pathway to college readiness.</p> <p>Based on the 2020 FSA Administration, at least 62% of the students will achieve a level 3 or higher. Learning Gains will meet or exceed 58%. Lowest 25% will meet or exceed 65%. This equates to an 8% increase in all areas of ELA.</p> <p>Based on the 2020 FSA Administration, at least 69% of the students will achieve a level 3 or higher. Learning Gains will meet or exceed 67%. Lowest 25% will meet or exceed 58%. This equates to an 8% increase in all areas of mathematics..</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Based on the 2020 FSA Administration, at least 55% of the students will achieve a level 3 or higher.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their midpoint check in on progress of the Area of Focus through the School Stocktake Model.</p>
<b>Person responsible for monitoring outcome</b>	Yamila Figueroa (yamille.figueroa@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>WICOR strategies employed in K-5. As part of the District's initiative of Read, Write, Talk, Solve, students will be engaged in W(writing), I (inquiry), C (collaboration), O (organization), R (reading). WICOR encompasses all evidence-based strategies that ultimately raise student achievement outcomes through its implementation. The WICOR strategies are part of the keys to success for all students through AVID. Through the students' use and ownership of WICOR, students will be better prepared for post-secondary education.</p> <p>The implementation of WICOR teaching methodologies will promote a positive, safe and challenging academic environment throughout the school. The evidence of effectiveness of this strategy will be through the collection of student artifacts, walkthrough data, and PLCs,</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their</p>

half way point check in on progress of the Area of Focus through the School Stocktake Model.

**Action Step**

1. Embed an ELL Task Force in the Stallion Battalion to provide guidance and development of plan of actions that respond to the needs of the ELL students. This task force will help the school move forward strategically and thoughtfully to improve the instruction of ELL students through an examination of best practices.

**Description**

2. Facilitate AVID PLCs every month to display students work, share AVID glows and grows and model a new WICOR strategy. AVID site team members will demonstrate AVID strategies during team meetings and planning.

3. Provide Professional development opportunities to non-AVID trained teachers to incorporate WICOR strategies into their daily lessons.

4. Promote college readiness school wide. Provide planning time in order to implement AVID in reading and math core instruction. Instructional coaches and AVID Site Team leads will support planning . Identify modeled classrooms for teachers to visit.

**Person Responsible**

Yamila Figueroa (yamille.figueroa@osceolaschools.net)

#5	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met.
<b>Rationale</b>	If teachers work collaboratively to evaluate student data, monitor progress to guide instruction, and produce engaging lessons and interventions using best practices, then student achievement will increase.
<b>State the measurable outcome the school plans to achieve</b>	100% of PLC teams will reach and maintain a Stage 5 or higher on the PLC Assessment Stages Tool.
<b>Person responsible for monitoring outcome</b>	Sarah Confesor (sarah.confesor@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>The Guiding Coalition (Stallion Battalion) will meet monthly to create a culture of collective responsibility. Leadership Team will be present and support all grade level teams weekly through their PLCs and common planning. Administration will use the PLC assessment stage monitoring tool three times per year to assess team progress and provide feedback for improvement. School Stocktake Model will take place monthly to report to Leadership team on the progress of PLC teams</p> <ol style="list-style-type: none"> <li>1. The Guiding Coalition is established to develop the leadership capacity of the PLC leads and build consensus for the school's mission of collective responsibility.</li> <li>2. Administration will use the PLC monitoring stages tool to analyze teams' stage and provide feedback in areas needing improvement. The leadership team will assist administration through the monitoring and support the implementation of next steps for each PLC teams.</li> <li>3. The School Stocktake model will be used to update leadership team on the progress and next steps of the PLC teams.</li> <li>4. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</li> <li>5. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</li> <li>6. Principal will share and update the Chief of Staff and Assistant Superintendents during their midpoint check in on progress of the Area of Focus through the School Stocktake Model.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implementation of the School's Guiding Coalition <ul style="list-style-type: none"> <li>-Build capacity of the PLC leads</li> <li>-Create a culture of collective responsibility</li> <li>-Carry out the ELL, ESE, and PBIS task force to ensure that all students are learning at high levels.</li> </ul> </li> <li>2. Monitor and support PLC teams and growth on the PLC stages <ul style="list-style-type: none"> <li>-School PLC teams will meet at least 6 times per month for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual student's need as a collaborative team.</li> </ul> </li> </ol>



- School based coaches mentor struggling teams and provide support to become more effective collaborative team
- Teams will monitor and support the use of data (through School City)
- Administration will conduct walkthroughs of PLC teams to ensure they are progressing through the PLC Stages Rubric.
- Administration provides feedback on areas of improvement to all PLC teams

### 3. Driving force behind MTSS (Academics)

- School based coaches support all PLCs and common planning to monitor Tier 1 differentiation and prevention
- Monitor the progress of all students receiving supplemental support using School City
- Monitor the use of flexible groupings for Tier 2 and Tier 3 interventions to ensure all students have equal access to learning grade level content.
- Monitor Extension/Enrichment for Tier 1 students to deepen students understanding of grade level content.
- Administration provides timely feedback on walk through data through all tiers of instruction.
- School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual student's needs.

### 4. Driving force behind MTSS (Behavior)

- Monitor the provision of Tier 1, Tier 2, and Tier 3 instruction during behavior intervention time each week.
- Determine the effectiveness and next steps of PBIS
- School counselor and administration provide support and feedback of PBIS and behavior interventions.

**Person Responsible** Sarah Confesor (sarah.confesor@osceolaschools.net)

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

**PFEP Link**

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

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

The school has an assigned social worker, Guidance Counselor, and school psychologist to support the socio-emotional needs of our students. Second Step intervention kits will be used with students as a behavioral intervention to meet students social-emotional needs. The school has also implemented the Zones of Regulation schoolwide that is a Tier 1 step in meeting students' needs using a four quadrant approach to their emotional state, as well as provide students with a means to self-regulate their feelings.

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

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the school. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

**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.**

**Title I, Part A**

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

**Title I, Part D**

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

**Title II**

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

**Title III**

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

**Title IV**

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and

3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

#### Title IX

To help eliminate education barriers the District Liaison works with the school to help 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/academic referrals and resource vouchers.

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

AVID is implemented school wide in grades K-5. Teachers attended the AVID Conference in 2018 and 2019 and were provided the tools/resources that would elevate learning in the classroom. AVID strategies enable students at all ages to utilize strategies that prepares them for college and career-readiness. AVID culture encompasses students learning about colleges and careers through the environment that is created within the classroom and school. Pennants, posters, and street sign adorn the school that promotes college and career awareness. Partnerships are consistently built with community members and large scale companies who hold special presentations at the school. The school also connects with area schools (Valencia and UCF) in coordinating field trips to visit campuses in building awareness.

### Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in Literacy.				\$28,868.53
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$1,242.15
<i>Notes: Corrective Reading</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$445.20
<i>Notes: Reading Mastery</i>						
			0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$6,982.00
<i>Notes: Footprints Guided Reading</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$1,575.00
<i>Notes: Next Steps Guided Reading</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$1,242.15
<i>Notes: Corrective Reading</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$4,942.75
<i>Notes: iReady LAFS Books</i>						

	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$445.20
			<i>Notes: Reading Mastery</i>			
			0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$6,982.00
			<i>Notes: Footprints Guided Reading</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$1,575.00
			<i>Notes: Next Steps Guided Reading</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$3,437.08
			<i>Notes: Professional Learning Community Planning Day</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure high levels of Mathematics achievement for all students.</b>				<b>\$4,306.08</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$869.00
			<i>Notes: Marilyn Burns "Do the Math"</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$3,437.08
			<i>Notes: Professional Learning Community Planning Days</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure high levels of Science achievement for all students.</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure a schoolwide post secondary culture for all students.</b>				<b>\$1,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$1,800.00
			<i>Notes: AVID Conference</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.</b>				<b>\$1,279.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$900.00
			<i>Notes: PLC Lead Summer Training</i>			
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$379.50
			<i>Notes: Taking Action PD Book</i>			
<b>Total:</b>						<b>\$36,254.11</b>